

CURRICULUM JOURNAL

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NEWS NOTES

Curriculum Workshop at Wayne University. In order to provide an opportunity for teachers and administrators in secondary schools in the Detroit metropolitan area to work intensively upon problems of the improvement of instruction, Wayne University has established the Secondary Curriculum Workshop. Staff members for the course, including members of the Wayne University College of Education faculty and others, will consult with and assist individual students and groups in the solution of problems and the development of plans and materials to be used in local school situations.

The schedule calls for a weekly late afternoon and evening meeting, interrupted by one hour for dinner and recreation. The first session, which lasts from 4:30 to 5:45 P.M., is a general meeting and will be devoted to lectures, discussions, reports, and various other presentations. The topics for general consideration include: problems and purposes of secondary education; significant curriculum developments in secondary education; planning and developing instructional units; the Michigan program of improvement of instruction; Thirty Schools in the Eight Year Study; characteristics of youth of secondary school age; youth and community living; and evaluation of the curriculum.

During the second session opportunity is provided for individual work

as a member of a small group with common interest in problems or as an individual working upon problems of improvement of instruction in a school situation. The individual work may involve interviews, group conferences, committee meetings, and consultations with the staff members. Early in the course each individual is expected to designate a definite problem or plan upon which to work. The large group is organized into small groups according to common interests and problems. Groups are organized upon two bases. In the first, the problems may be selected in subject matter areas such as English, Mathematics, Vocational Education, etc. In the second, the problems may relate to developments involving several subject matter areas such as core courses, evaluation, community study, study of individual students, etc.

The curriculum workshop is conducted in thirty-two meetings, sixteen during each semester. The workshop is open to graduate or undergraduate students. The University has provided offices, conference rooms, and a curriculum laboratory.

The workshop is directed by Dr. John R. Emens. Among the cooperating and consulting workers are: George Fern, Assistant Superintendent of Public Instruction; G. Robert Koopman, Assistant Superintendent of Public Instruction; Rudolph Lindquist, Director of Cranbrook School; How-

ard McCluskey, School of Education, University of Michigan; Earl Mosier, Secondary Curriculum Associate, Department of Public Instruction; and J. Cecil Parker, Director, Michigan Study of Secondary Curriculum.

The Curriculum Laboratory at the University of Georgia. The College of Education during the summer added to the already large list of courses of study in the laboratory all the courses that were listed in the CURRICULUM JOURNAL during the last year. In addition, two copies each of all the books on the State-adopted textbook list and one copy on the State Library list were added to the curriculum laboratory library. During the summer the laboratory served individuals and groups of teachers who had special problems in the field of curriculum and instruction.

During the regular session the Curriculum Laboratory will be under the direction of Dr. Paul R. Morrow, who has returned from his leave of absence with the State Department of Education in Georgia, where he served as Director of Research for the Georgia Program for the Improvement of Instruction. The Curriculum Laboratory aims to serve the following purposes: first, to cooperate with the State Program on the Improvement of Instruction by collecting and organizing materials and by encouraging school administrators interested in curriculum reorganization; second, by furnishing facilities for students regularly enrolled in the college of education; and third, by conducting research studies and investigations which may become available to the teachers of the State in their work of improving instruction.

The Curriculum Laboratory at Birmingham, Alabama. The Birmingham Curriculum Laboratory was established in the fall of 1935 as an integral part of the Improvement of Instruction Program of the Birmingham Public Schools. A primary function of the laboratory is that of making up-to-date reference material on curriculum improvement readily available to teacher-groups and individual teachers working on phases of curriculum revision. With this objective in mind the following material has been collected, organized by social functions, and indexed: 525 professional books; 350 pupil textbooks; 400 bulletins, including numerous courses of study; 400 units of work, developed in Birmingham schools; 250 workbooks; and 450 filing boxes containing many thousands of magazine articles, newspaper clippings, committee reports, and source materials for units. A dozen or more leading educational magazines are subscribed to. Lay people, as well as teachers, use the library.

Mimeographed and printed publications are issued by the laboratory from time to time. These include results of studies by committees, bibliographies, readings in education, memoranda to principals and teachers, mimeographed units, and lists of material available. A recent product of the laboratory is *The Report of the Committee on Point of View, Aims, and Scope*, a seventy-seven-page bulletin. A curriculum forum, to which all teachers and administrators are invited, is held weekly.

Curriculum Bureaus in the New York State Education Department. About a year ago the Board of Regents of the University of the State of New York established two Bureaus

of Curriculum Development—one to guide the development of materials of instruction for children from the kindergarten through grade six. The other Bureau will have a similar responsibility for the development of instructional materials from grade seven through twelve. The Curriculum Development Bureau for elementary schools is now in operation under the direction of Helen Hay Heyl. The functions of this Bureau are: (1) To stimulate research, experimentation and investigation in the problems of curriculum development conducted on a planned cooperative basis by the schools of the State under the leadership of the State Education Department. (2) To develop a body of underlying principles growing out of study and discussion and officially adopted by the State which may become the basis of all curriculum work. (3) To provide advisory service to local communities in developing a curriculum that is best adapted to the local situation. (4) To develop, appraise, and revise the State syllabuses with the assistance of classroom teachers throughout the State.

Curriculum Laboratory at the University of Pittsburgh. Mr. W. W. D. Sones, Professor of Education and Director of Curriculum Study at the University of Pittsburgh, has been authorized to proceed with the development of a Curriculum Library and Laboratory at that institution. Preliminary plans anticipate a threefold service for the library and workshop; namely, provision of facilities and materials for groups of teachers engaged in curriculum building in schools in the area; source materials for graduate students making technical studies in

the curriculum fields; and provision of facilities for special subsidized studies.

Ohio Cooperative Secondary Curriculum Study. During this last year the High School Principals' Association of Ohio secured the cooperation of the colleges and universities of the state in a plan by which a group of representative schools would be freed from prescribed college-entrance requirements in order that they may undertake, with the help of the colleges, thoroughgoing study and revision of the high school curriculum. A committee of principals, with A. J. Dillehay of East High School, Akron, chairman, carried through the negotiations with the colleges. Wilford M. Aikin, of Ohio State University, is the Executive Secretary of the Central Committee. The schools are now being chosen by the Central Committee. Certain criteria have been set up in order that the schools most likely to contribute effectively to the purposes of the study may be chosen. The agreement with the colleges includes the classes graduating from high school from 1941 to 1949. The schools chosen will plan their new work during this school year and inaugurate it in September, 1939.

Curriculum Study at Adelphi College. Dr. William Heard Kilpatrick, former Professor of the Philosophy of Education at Teachers College, Columbia University, and eminent writer and authority on educational problems, has accepted the position of adviser in curriculum development at Adelphi College, Garden City, New York. Dr. Kilpatrick is assisting in a

restudy of Adelphi's curriculum by meeting frequently with departmental or divisional groups and with a Curriculum Commission and its committees. This Curriculum Commission, founded last year and including representatives of the trustees, faculty, alumnae, students, and the general public, will continue over a period of years its survey of the College's offerings and its determination of more modern and advanced policies.

Motion Pictures at the Ohio State University. The utilization of a University Motion Picture Theater as a part of the general education program of the University is illustrated by what is happening at the Ohio State University. During the past year a total audience of 60,000 persons saw the series of films which are shown weekly on the University campus.

These films are of two types: first, ones dealing with specialized subject matter areas such as physics, engineering, and the like; and second, films useful not only in subject fields, but generally as well. This latter type included such films as "The Life of Emile Zola," "The Story of Louis Pasteur," "Emil und die Detektive," and so forth. Attempts are made by the various departments, such as English and History, to select films which will not only be useful in the teaching of their specific classes, but will also be interesting to the University as a whole.

All film showings are free to the students. After the first few films, however, attendance became so heavy that tickets of admission are now required. These may be obtained by students, without charge, in advance of the film showing.

Curriculum Program of Atlanta Public Schools. For a number of years the curriculum reorganization program of the Atlanta Public Schools has been in progress. Work is done mainly through committees of teachers. Some of these committees have worked in various universities in the South, while others have done most of their work during the school year. In the secondary field, committees have been under the general direction of H. Reid Hunter, Assistant Superintendent in charge of High Schools, and Dr. H. H. Bixler, Director of Research and Guidance.

In the elementary schools, the program is under the direction of M. E. Coleman, Assistant Superintendent in charge of Elementary Schools; Miss Ethel Massengale, Supervisor Kindergarten, First, Second, Third Grades; Miss Josie Slocumb, Supervisor Fourth, Fifth, and Sixth Grades. In the elementary field, publications available include series of curriculum units as described by the teachers who have taught them.

Elementary Curriculum Materials at San Jose, California. The San Jose Public Schools have recently issued three publications. Volume I contains a scope and sequence chart, a list of suggested units, and visual aids. Volume II contains charts and reports on all specific learning fields. Volume III contains complete reports of twelve units carried on at the various age levels by teachers during the past school year. These publications were developed by 185 elementary teachers serving on nineteen committees organized for curriculum revision. The tentative materials were tried out in the classroom, discussed in committee

meetings, revised, and finally assembled and mimeographed during the summer of 1938. The committees were organized under the general direction of Assistant Superintendent A. H. Horrall, who is in charge of the curriculum program.

New Courses of Study in Brockton, Massachusetts. Teachers who are guiding learnings in the social studies field are putting to the test the courses of study developed or revised for grades one, two, three, five, seven, eight, and nine during the school year 1937-1938. Further additions and revisions will be apparent as intensive curriculum study continues during the present school year. Already this fall the committees selected a year ago to study and revise the arithmetic curriculum have met to continue activities. It is hoped that tentative drafts of the courses of study in arithmetic for the elementary school may be completed by the middle of the present school year.

Bulletins of the Curriculum Committee of the Illinois High School Conference. Four of a series of bulletins on various aspects of instruction have recently been prepared by the Committee on Supervision, appointed by the Curriculum Committee of the Illinois High School Conference. These bulletins are being used as basic material for study-centers now being organized throughout the State. The titles of the published bulletins are as follows: *A Challenge to the Secondary Schools*; *The Function of the Principal as a Supervisor in the Professional Improvement of the Instructional Staff*; *The Principal and Curriculum Reconstruction*; and *The Place*

of Testing in the Supervisory Program. In addition to these bulletins the English-Library Committee has recently prepared a bulletin entitled *Suggestions for Improving Instruction in English.*

Omaha Conference on Instruction. The second annual fall conference on instruction of the Omaha, Nebraska, Public Schools was addressed by Superintendent Homer W. Anderson. Dr. W. A. Anderson, of Northwestern University, addressed the elementary teachers, and Dr. S. A. Hamrin of the same institution addressed the junior high school teachers. The visiting speakers conducted round-table discussions on curriculum problems with members of the committees on curriculum planning.

Louisiana Curriculum Planning Commission. Announcement is made by A. M. Hopper, Director of Curriculum in the Louisiana State Department of Education, of the appointment of a state curriculum planning commission designed to improve and correlate curricula in secondary schools and colleges. The plans of the commission include the development of study materials; the enlisting of school forces for cooperation in experimental projects; the continuation of the state curriculum study program; and the enlistment of public support. The commission will function under the sponsorship of the Louisiana State University and the State Board of Education. Dr. E. B. Robert of the University faculty has been appointed consultant. The University held a recent conference on "Curriculum Development in Louisiana" in connection with the present program.

Experimental Program at Overton, Nebraska. Staff committees are to be set up during the current year to check material now offered in regular courses which could be classified as safety education, consumer education, and art education. Such material will be evaluated against outlines compiled from regular courses in these fields offered elsewhere. An attempt will be made by each committee to make the work in these three fields complete without setting up special courses. These three courses will serve with others as integrating threads for the work of the whole school.

An experimental course in functional mathematics is on trial this year. Another innovation is the introduction of a unit on the vocational leads of each subject field in each of the various courses offered in the high school. The school has no separate vocational guidance class and the guidance program is informal. The work, carried on under the direction of Superintendent Van Miller, is an attempt to promote a functional curricular program in a small school system. There are eleven members on the entire staff.

Abstracts of Educational Literature. *Education Abstracts*, published five times a year by Phi Delta Kappa, prints 200 or more abstracts of significant educational literature of the world in each issue. The abstracts are prepared by a staff of cooperating specialists. The busy administrator, teacher, or special service worker will find in *Education Abstracts* a convenient, time-saving way of keeping abreast of the educational literature of the day.

Study of Local Resources for Learning. Elon College is cooperating with the public schools system of Alamance County, North Carolina, and the State Department of Public Instruction in the training of teachers. Extension work is being carried on by the Department of Education in the county schools. The program is an outgrowth of the need for in-service teacher education and for improvement of education in the county.

In order to meet a basic need in rural schools the extension department began with the public school teachers a study of local resources for learning. During the first year the study was directed specifically toward finding resources for the teaching of sciences in the high schools. The products of the program thus far are detailed investigations of natural resources, occupations, and work processes and human resources and problems. The science teachers are taking the lead in planning the science curriculum in relation to the materials and problems of local living. Bulletins on county soils in relation to agriculture and local plant life are being used in high school classes as well as the materials of the general investigation of resources for science.

The second step in the program has been to investigate somewhat similarly the closely related problems and resources for the social studies. At present the principals and teachers of all the county schools are taking part in a study of local geography, history, economic and social conditions. The aim will be to enrich the curriculum of each school with the materials discovered in these fields. With the help of the English Department a study of agricultural resources and problems

will round out the program in the county. Teacher education is thus being carried on simultaneously with curriculum enrichment or revision.

In-Service Training for Administrative Officials. The program of the Jefferson County Schools in Alabama for the session of 1938-39 will give principals and supervisors an opportunity to do directed observation and supervision of teaching followed by discussion. This series of observations will be directed by Mr. Archer and others of the University of Alabama Staff. The object will be the improvement of instruction through supervision by the principal, and the improvement in the coordination of the work of other supervising officials through study and discussion. The first of the series of observation meetings was organized as follows: Monday was devoted to a discussion of plans, policies, and procedures for the administrative and supervisory staff; Tuesday, Wednesday, and Thursday were devoted to directed observation for elementary and junior high school principals; Friday was set aside for directed observation for high school principals; and on Saturday there was a general meeting for all principals. The same procedure will be followed during the midwinter and spring series of observations. B. W. Self, Assistant Superintendent, is in charge of teacher training in service.

Development of Tacoma, Washington, Curriculum. Growing out of the program of curriculum improvement of the Tacoma, Washington, Public Schools, a number of experimental projects have been undertaken. The

Guidance Committee has completed a survey of present guidance practices at the three grade levels and is evolving a plan for making the shift from the elementary to the secondary school a more satisfying experience for the pupil. Manuscript writing has been introduced into the first two grades of all elementary schools. A new report card has been used experimentally at the primary level and is being revised at the present time. A new card for the intermediate and junior high school grades is being introduced experimentally during the current year.

Two units dealing with the history and philosophy of the labor movement have been prepared by a group of teachers working in cooperation with the social studies course of study committee. An experiment in the practical correlation of work in English, social studies, and science for Grade IX will be conducted at the Mason Junior High School during the current year.

Improvement of the Rural Curriculum. The Illinois State Department of Education has just issued a Rural School Curriculum Guide. This is a mimeographed publication in six volumes, which was developed by a series of committees. The guide suggests many improvements in the curriculum of the rural school. Most of the sample units included in the guide were tried in schools and found to be reasonably successful. This series of trial publications was developed under the direction of Mr. Charles C. Stadtman, First Assistant Superintendent of Public Instruction and Chairman of the State Curriculum Steering Committee. At a recent meeting of the steering committee the mimeographed

publications were approved in principle and referred to larger committees for complete revision. Eventually the guide will be issued as a printed bulletin.

Curriculum Changes in Chicago Teachers College. The Chicago Teachers College is being transformed from a three-year college to a four-year institution, granting degrees. Graduates of other colleges who wish to be employed in the Chicago school system are required to take one and one-half years of work at the Chicago Teachers College. During the first year of this program the student takes courses in Foundations of Education, Educational Evaluation, Child Development, Creative Education, Educational Diagnosis, Guidance and Mental Hygiene, General Methods, and Pre-Practice. The third semester of this program is devoted to directed teaching in public schools throughout Chicago. The student teachers meet about eight hours per week in seminars to discuss the problems growing out of their practical experiences. Each group of approximately fifteen students is supervised by one instructor, who devotes his full time to this work.

An Inquiry. A question which is asked me nearly every week either in the field or in my courses is "What devices are of most assistance in helping old-time teachers or stand-patters adjust to the newer thinking in the curriculum?" Now I have a number of ways of surrounding these people or inviting them to cooperate, or otherwise exposing them to the newer

ideas, but I wondered if there were not a great deal more information on this subject which might be pooled.—W. H. Burton, University of Southern California, Los Angeles, California.

Changes in Position. Felix H. Ullrich, who was engaged in curriculum work at the University of Texas, recently became the head of the Education Department at the University of San Antonio. * * * Helen Hay Heyl has been appointed Chief of the Bureau of Curriculum Development in the Division of Elementary Education of the New York State Department of Education. * * * Vivian Weedon, who was formerly connected with the Bureau of Educational Research at Ohio State University, is now employed by the National Safety Council in Chicago, Illinois. * * * Leslie W. Johnson, who was formerly engaged in curriculum work in Winona, Minnesota, Public Schools, has become Associate Professor of Education at the South Georgia Teachers College. * * * Wilhelmina Hill is on leave of absence from the Kansas City, Kansas, Public Schools during the current year while she is finishing the work on her doctoral project in the field of curriculum at Teachers College. At the same time she has joined the staff of writers of *Scholastic*, writing the *Teachers' Section of the High School Teachers Edition*. * * * William W. Wattenberg, who was formerly connected with the Curriculum Laboratory at Northwestern University, is now employed at the Chicago Teachers College, where his duties include the managing editorship of the *Chicago Schools Journal* and secretaryship of the college curriculum committee.

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HOW TO ORGANIZE A CURRICULUM LABORATORY¹

By HUGH B. WOOD

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TEN YEARS ago there were probably not over five recognized college curriculum laboratories in this country. Since that time approximately fifty to seventy-five institutions for the education of teachers have established either a curriculum laboratory or an agency to serve one or more of its major functions.² The present general interest in curriculum improvement suggests that not only will many other laboratories be set up in the near future, but those now established will gradually be improved.

Some of the major functions, essential materials, and principles of organization and administration for the average college curriculum laboratory are outlined below. Obviously the materials a laboratory can offer and the services it can render will depend upon the facilities of the institution and the needs of those whom it serves, but every effort should be made to enlarge the scope of the laboratory activities as long as improvement may be seen in teaching and curriculum procedures in the schools served.

FUNCTIONS AND SERVICES OF THE CURRICULUM LABORATORY

1. *A workroom for students enrolled in regular courses in the construction, organization, and improvement of curriculum materials.* One

¹The author has prepared an extended mimeographed bulletin on the subject which is available at a cost of twenty-five cents. He has also volunteered to answer specific questions by correspondence.

²This figure is based on a compilation of estimates of several curriculum specialists, a bulletin of the George Peabody College Curriculum Laboratory (March 21, 1938), and a study made recently by the United States Office of Education (Curriculum Laboratories and Curriculum Divisions, Bull., 1938, No. 7).

of the major functions of the curriculum laboratory is to provide space, materials, and the organization to enrich and make more practical courses which would probably otherwise be taught under formal, academic conditions. In this capacity the laboratory helps to orient the inexperienced student to actual materials and situations and to provide for the experienced teacher better opportunities to utilize the most recent and best materials available in preparing new curriculum materials.

2. *A workroom for teachers, administrators, and supervisors in active service and who may be enrolled in extramural or extension courses.* Many teachers, administrators, and supervisors throughout the country today are working on state, county, or city curriculum improvement programs. To these educators, many of whom will be receiving college credit for their work through extension classes, the services of the curriculum laboratory should be available. Probably more actual materials and more effective work will be produced by this group than by regular students and for this reason the laboratory can offer unusual opportunities to these people.

3. *A source of leadership and facilities for conducting curriculum surveys.* A rapidly developing service which the curriculum laboratory, through its staff, may render is the surveying of the curriculum of a given school system. This provides special help and guidance for the teachers of the school and also gives students an opportunity to become familiar with

actual situations and to get practical experience in curriculum appraisal. Whenever feasible, students should be included in these surveys, thus enriching their experiences.

4. *A source of leadership and facilities for providing consulting services to the schools in the area served.* Since 1920 public school systems have called liberally upon curriculum specialists for advice and guidance in improving their educational programs. This long-established service should be continued, but should be better organized. In many cases it can best be organized on the basis of extension courses in which teachers are given help in solving their own problems and students are given practical contact and experience with real curriculum situations. These services should include work with seminars, local school groups, special state or county committees, and other groups requesting help.

5. *A source of leadership and facilities for conducting basic curriculum research.* One of the most important functions of the curriculum laboratory is to encourage curriculum research by staff members, students and public school teachers. This research may include practical experiments in demonstration and public schools, construction of curriculum materials, construction of tests and other instruments of evaluation, and other phases of curriculum research. This research should be coordinated, not only within the institution, but with the research of other institutions, and, whenever feasible, should be related to practical field situations.

6. *The publication of curriculum research, units, study guides, and other worth-while curriculum materials.* The curriculum laboratory should mimeo-

graph bibliographies, summaries of completed research, descriptions of research under way, outstanding term papers, unpublished articles of unusual merit by both staff members and students, tentative forms of tests and other evaluation instruments for "try-outs," summaries of general curriculum trends and innovations, good units, and similar materials. These may be issued as a series of laboratory bulletins for which a slight charge is made to cover their cost. If these materials are carefully selected and edited, they furnish a valuable source of curriculum information for students and teachers.

7. *Loan materials to students and teachers served by the laboratory.* The materials of the laboratory should be loaned according to the needs of the local situation. Their extensive and profitable use by many persons is the ultimate goal and whatever provisions necessary for their proper circulation should be made.

ESSENTIAL MATERIALS FOR THE AVERAGE CURRICULUM LABORATORY

1. *Five hundred to one thousand carefully selected and representative courses of study.* Courses of study provide a large part of the basic source materials for the laboratory. From 500 to 1,000 carefully-selected courses are necessary to give adequate scope and variety to the different types of courses found in the areas and levels in which students and teachers will desire to work. These courses should not be used for "scissors and paste" curriculum revision, but should provide a rich source of suggestions and illustrations of *better practice* in our public schools today.³

³For a list of over 1,000 elementary, junior, and senior high school courses classified according to subject matter areas, write to the Curriculum Laboratory, Teachers College, Columbia University.

2. *Two hundred to five hundred carefully-selected and representative units.* Units of work, units of experience, teachers' accounts of units, and the many other types of teaching units should comprise a second basic group of source materials. There are hundreds of excellent units available today from private, public, and commercial agencies which suggest not only materials, but also methods for the improvement of teaching. While there is probably no limit to the number of units which may be useful, 200 to 500 carefully-selected units, representative of the several types, should meet the needs of the average laboratory.

3. *Curriculum bulletins describing the study programs, procedures, and techniques used in principal state, county, and city programs.* Many of the curriculum bulletins published by state, county, and city departments of education and the curriculum laboratories of colleges and universities contain source materials useful for re-orientation in social and educational philosophy and psychology, suggestions regarding the construction of courses of study, units, and other curriculum materials, and administrative organization and procedures for curriculum improvement programs.

4. *Printed source and secondary materials.* These include: (a) basic curriculum text and reference books, (b) yearbooks and other publications of committees and organizations conducting and reporting curriculum research, and (c) other research monographs and bulletins such as the publications of the United States Office of Education, state departments of education, curriculum laboratories, and other inexpensive materials. Many of these materials are to be found in the

average college library. Their transfer to the curriculum laboratory is recommended, however, because they are used mostly by curriculum students and usually in conjunction with courses of study and other laboratory materials, or in curriculum conferences and seminars held in the laboratory. Single copies of these materials will in most cases meet the needs of the laboratory.

5. *Pamphlets, books, and other source materials treating significant present-day social, economic, and political problems.* These materials, like those listed immediately above, will be used extensively by curriculum students, and if sufficient copies are available in the library it would be an added convenience in the laboratory if single copies could be transferred. Their principal use in the laboratory will be in the preparation of materials for pupils on modern problems and in the study of the social foundations of curriculum improvement.

6. *Outstanding term papers and other materials prepared by students treating curriculum problems or materials.* These materials should be carefully selected on the basis of their research value to avoid the mere collection of materials of questionable value. Many of them may represent faculty-directed projects of considerable value to other students, such as the compilation of source materials on a given problem, bibliographies, and similar studies. These should be filed and properly indexed and cataloged in the research index listed next.

7. *Research index and bibliographies.* One of the most important tools of the curriculum laboratory is an adequate index to curriculum materials. The core of this index should

be a card file which contains bibliographical data and annotations for every important curriculum reference in the library and laboratory. These references should be carefully classified under proper headings. A dual color system may be used to distinguish between recent and older references, or between bibliographies and other references. Supplementing this card index there should be numerous mimeographed bibliographies which have been made up by copying certain sections of the main index. These can be distributed to save wear on the card file and to save students' time in copying references from the cards. These bibliographies should include evaluative annotations and in most cases should be highly selective rather than extensive.

8. *Textbooks, encyclopedias, and other reference books for pupils.* Many publishers are willing to provide sample textbooks and reference books in order that teachers, administrators, and especially textbook committees, may examine their books. If such books are now in the college library they may with profit be transferred to the laboratory where they will be used with courses of study and other laboratory materials.

9. *Tests and other instruments of evaluation.* Many libraries now have a file of standardized tests, but frequently it is little used. Because of their relation to the other curriculum materials listed above they should form a part of the laboratory materials. This file should be supplemented with student-made examinations, recently developed tests in mimeographed form, rating scales, and other instruments for evaluating mental, social, emotional, and physical growth. These tests

should be carefully selected on the basis of recent trends in evaluation and should be properly classified and cataloged.

ORGANIZATION AND ADMINISTRATION OF THE CURRICULUM LABORATORY

1. *Responsibility for administration.*

The policies for the administration of the curriculum laboratory should be established by a committee comprised of a representative of the curriculum department or the person in charge of this work, one from the education department as a whole, one from the subject matter fields, one from the county or state department of education, and one from the local, district, or state teachers association, depending on the laboratory's scope of influence. This committee should be responsible only for the development of general policies. The laboratory proper should be under the immediate direction of the curriculum department or school of education.

2. *Coordination of services.* The services of the curriculum laboratory, both within the institution itself and in field situations, should be closely coordinated with the work of the other departments of the college. Its survey and consulting services should be coordinated with the work of similar services in other departments and its research related to that of other research divisions. The practice of allowing staff members or students to perform field service or carry on research in addition to regular college loads should be discouraged and any monetary compensation above incurred expenses should revert to the institution. Students should be encouraged to find problems and get experience in actual field situations through the

proper coordination of college and local school activities.

3. *Personnel.* A clerk or secretary should be in the laboratory at all times to help students find materials and to check out materials. This person may be a librarian, a secretary, a full-time clerk, or a student laboratory assistant; or several students might be drafted into service on a rotation basis. One or more staff members should be available at designated periods for conferences and individual help.

4. *Finances.* The curriculum laboratory should be allowed a definite sum with which to purchase new materials and supplies. Courses of study, units, and other mimeographed materials may be obtained at a nominal cost or often in exchange for publications of the laboratory (bibliographies, pamphlets, etc.). Pupils' textbooks and other materials may also be obtained gratis or for little cost, but no laboratory can expect to operate efficiently without some funds with which to purchase new materials, carry on research, publish necessary materials, and provide for necessary help. Two hundred dollars to four hundred dollars per year is a conservative estimate of the amount necessary to keep a laboratory up-to-date after it has once been established. (The initial cost of the materials suggested above probably would be between \$500 and \$1,200.)

5. *Location.* The curriculum laboratory should be located in a separate room apart from, but close to, the library, the education classrooms, and the offices of the education staff. If possible an adjoining conference room should be provided, or an infrequently used classroom may be used for this purpose. Proximity to the

general library facilities will make its resources more readily available to students not majoring in curriculum or education, and at the same time will make the periodicals and other frequently used library materials more readily accessible to those using the laboratory. A properly located room in either the library or education building, if they are not too far apart, will prove most satisfactory and will tend to alleviate the problems concerned with the transfer of materials now in the library.

6. *Equipment.* The curriculum laboratory should be equipped with tables and chairs, and a desk for the person in charge; files for term papers and other materials; a file for the research index; suitable shelving for courses of study, units, books, and magazines; typewriter and mimeograph machine if possible; bulletin board; and a small blackboard for conference purposes if no conference room is available.

7. *Use of materials.* All materials should be on limited reserve and if checked out for more than a few days at a time should be "on call." Materials that have been used should be returned to a designated spot and filed or placed on the shelves by the person in charge rather than by the students.

8. *Keeping the materials up-to-date.* The materials should be kept up-to-date by checking periodically the sources which list new publications such as magazines, the *Education Index*, the *Cumulative Book Index*, bibliographies, and other indexes and sources. The person in charge of the laboratory should assume major responsibility for this work, but students may be assigned to help in their specific areas or interests.

SURVEY OF CURRICULUM LABORATORIES¹

By BERNICE E. LEARY
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FOR THE past several years frequent reference to curriculum laboratories has been made in educational literature. Catalogs of teacher-training institutions have carried announcements of the establishment of laboratories and workshops for the use of students engaged in curriculum study and research, or in the development of courses of study, teaching units, and study bulletins, while periodicals devoted exclusively to curriculum problems have published descriptive accounts of laboratories established in different institutions. Almost nothing has been written, however, which would indicate the prevalence of curriculum laboratories or the general nature and scope of their activities and resources.

It was for the purpose of securing such information that the Office of Education at Washington addressed an inquiry concerning curriculum laboratories to all state departments of education, 986 public school systems in cities of 10,000 population and over, 176 teachers' colleges, and 575 universities and other institutions of higher education. The year reported was 1936-37. In the past twelve months practices have been modified, facilities expanded, and new laboratories developed. Hence, the findings of the inquiry, briefly summarized

here, are not intended to show the status of curriculum laboratories in 1938. Nor do they represent an exhaustive study of the situation in 1936-37. They are intended to show current tendencies in the provision of curriculum laboratories as revealed by the institutions replying to the inquiry.

A good deal of confusion surrounds the term "curriculum laboratory." Not because etymologically it can mean anything but a place equipped for work on the curriculum, but because of doubt as to when a place—a document room, a textbook library, a faculty room, a seminar room, or even a supervisor's office, any one of which frequently bears the earmarks of what the new order calls a "curriculum laboratory"—may rightly be dignified by that title.

Inherent in the confusion are questions as to the quality and quantity of resources that should characterize a curriculum laboratory. Is it enough that a room be provided with "an extensive card catalog, a complete collection of courses from all parts of the United States, an extensive collection of reports of curriculum research, a large collection of units of work on every subject, lists of objectives for most subjects, and a fairly complete library of general books on the curriculum?"² Or is it more important, as one writer has said, to provide "a rich collection of documents which may be made to contribute to an understanding of such matters as the role of the large corporation in modern society, the distribution of income in

¹Condensed from Leary, Bernice E. *Curriculum Laboratories and Divisions*. (Their Organization and Function in State Departments of Education, City School Systems, and Institutions of Higher Education.) United States Department of the Interior, Office of Education, Bulletin 1938, No. 7. Washington: Government Printing Office, 1938. p. 33.

²Harap, Henry. "The Curriculum Laboratory," *New York State Education*, 19: 634, April, 1932.

relation to the maintenance of a balanced economy, the educational implications of the impact of technology on the pattern of the worker's life, the educational problem of a changing population, the role of government as a social agency, and a score of other problems of similar import?"³

If both types of resources are necessary, what constitutes an "extensive" collection of the one and a "rich" collection of the other? And what should be the proportion of courses of study and other educational materials to public documents, government publications, surveys of business, indexes of current social and economic information, and pamphlets dealing with problems of industry? If the curriculum laboratory is to be something besides "a veritable storehouse where crusaders may go for supplies"⁴ what other attributes should it possess? Is a curriculum "expert" essential? And if so, how much time should he devote to guidance and counsel? What is a minimum sized staff for effective functioning? How should curriculum laboratories function in programs of curriculum improvement?

Different people have different answers for such questions. Responses to inquiries concerning resources, staff, housing, and activities seem to indicate that the term "curriculum laboratory" means all things to all men. Facilities which lead one person to answer "Yes, we have a curriculum laboratory," may lead another to report "No," and a third to record an equivocal "Yes and no," with the qualification "probably more *no* than *yes*." Since it was not the purpose of this inquiry to fix standards as to what is or is not

a curriculum laboratory, decision was based upon evidence that an institution provides (1) special housing or work facilities, and (2) special resources for curriculum study and research.

Number Reported. Of the total 107 curriculum laboratories identified, eleven belong to State departments of education, sixty-one to city school systems, and thirty-five to universities and teachers colleges. Geographically, they represent every section of the country. States in the East North Central section reported the largest number, twenty-two, and the New England States the smallest, three. East South Central States rank first in number of laboratories reported for higher institutions, and West South Central States second. In both sections, curriculum laboratories have been established in connection with long-term State programs of curriculum improvement such as are being carried on in Alabama, Arkansas, Louisiana, Mississippi, Tennessee, and Texas.

Development of Curriculum Laboratories. It is of interest to note that the general trend in development of curriculum laboratories from 1916, the earliest date reported, to 1937, tends to parallel the production of courses of study and other curriculum materials. Only two city school systems and no State department of education, college or university lays claim to a curriculum laboratory prior to 1920 when the present movement in curriculum reorganization began. Prior to that date, also, fewer than 1,500 courses of study had been published in the United States.⁵ By 1925,

³"Educational News and Editorial Comment," *Elementary School Journal*, 38: 329-330, January, 1937.

⁴Spears, Harold. *Experiences in Building a Curriculum*, p. viii. New York: Macmillan Company, 1937.

⁵Bruner, Herbert B. "Present Status of the Curriculum." *Curriculum Making in Current Practice. A Report of a Conference Held at Northwestern University*. Evanston, Illinois: School of Education, Northwestern University, 1932. p. 13.

the number of curriculum laboratories in the city school systems had increased to nine, and in teachers colleges and universities to three, while published courses of study had reached 9,875.⁶ During the next five years, thirteen additional laboratories were set up by city school systems, six by higher institutions, and the first was instituted by a State department of education. The total number of courses of study accumulated during that period approximated 30,000.⁷

The greatest development has come since 1930. Almost two-thirds of the curriculum laboratories reported in this study have been organized since that year, and more than seventy per cent of the current curriculum-improvement programs.⁸ Which is the cause and which the effect is probably less important than the apparent fact that curriculum work is coming to be increasingly associated with study and research.

Staff. Providing a staff for the curriculum laboratory is a problem in many institutions. In colleges and universities, the director is generally a professor of education who offers courses in curriculum construction and acts as adviser and consultant for groups working on curriculum problems. In ten institutions reporting he is also the chairman or head of the department of education. In seven he bears the title of director of curriculum, or director of curriculum laboratory.

State departments of education are about equally divided between ap-

pointing a director or chief of curriculum in charge of the laboratory, and assigning the directorship to some other member of the staff, as for example, the director of research, the director of rural education, or the director of instruction.

For public school systems, practices tend to vary with the size of the city. In the larger cities, the superintendent, assistant superintendent, director of instruction, or general supervisor directs the curriculum laboratory, while in cities of from 10,000 to 30,000 population, curriculum improvement is combined with research under a single director. Only about one-sixth of the city school systems reporting a laboratory have a special director.

It was difficult to secure facts concerning the size of the laboratory staff, exclusive of director, for the reason that its membership varies with demands. George Peabody College for Teachers, for example, reported an increase in its stenographic staff from a few part-time members during the regular year to twelve or fifteen during the summer session when the production of curriculum materials is heaviest. Editorial services are also greatly extended at that time, while the professional staff is increased by State leaders directing State curriculum programs.

Resources. Although all laboratories reported some educational materials, chiefly professional books and magazines, workbooks and textbooks, yearbooks, bibliographies, and guides to curriculum construction; those reporting administrative materials pertaining to school law, records, and reports; maps, posters, charts, and other display materials; standardized tests;

⁶Ibid., p. 14.

⁷Ibid., p. 13.

⁸Hand, Harold C., and French, Will. "Analysis of the Present Status in Curriculum Thinking," *The Changing Curriculum*. The Joint Yearbook of the Department of Supervisors and Directors of Instruction, N.E.A., and The Society for Curriculum Study. New York: D. Appleton-Century Co., 1937. pp. 1, 2.

and collections of enrichment materials were the exception rather than the rule. Courses of study appear to receive the greatest emphasis among facilities provided in all laboratories, the number reported reaching a maximum of 505 for city school systems, 538 for State departments of education, and 50,000 for higher institutions.

The prevalence of course-of-study collections seems more or less a matter of expediency, providing as they do the simplest means of evaluating curriculum practices and of setting up new programs in harmony with those of recognized merit. Yet dependence upon courses of study for source material may tend to overemphasize the importance of course-of-study making in curriculum improvement. Not infrequently it leads to a kind of selective borrowing from other courses, and an adapting of their objectives and activities to new materials. Within certain limitations this practice may not be altogether undesirable, provided that the courses used as source material represent the activities and interests of children, and interpret the needs, deficiencies, and activities of society at large and of the social group they aim to serve; and provided, further, that persons adapting them are clearly aware of their social, industrial, and economic implications, and of the cultural, practical, and civic qualities of American life they are intended to promote.

It seems safe to say that more than one curriculum committee has been forced to adapt the basic principles and objectives derived by others, for the reason that adequate source materials dealing more directly with the current social scene are not available. In point of fact, curriculum laborato-

ries generally have a long way to go in providing such materials as government statistics, reports of the Federal Trade Commission, the Report of the President's Research Committee on Social Trends, reports of the National Resources Committee on Technological Trends and National Policy, and on Problems of a Changing Civilization, and similar surveys and reports. Furthermore, although many laboratories provide yearbooks and bulletins containing the pronouncements of professional organizations, for example, the National Society for the Study of Education, the National Council of Teachers of English, the Department of Superintendence, and other Departments of the National Education Association, none reported compilations of expert opinion from labor organizations, farm bureaus, emergency relief administrations, insurance companies, safety councils, automobile clubs, and other lay groups. Yet all these may have value in determining functional objectives, as a recent analysis of courses of study shows.⁹

Activities. What activities are associated with curriculum laboratories? Are they similar in kind and scope for all laboratories, whether in State departments of education, city school systems, or institutions of higher education? To what extent do curriculum laboratories provide leadership in curriculum improvement? These questions are of large importance, since to know how curriculum laboratories function is one means of determining their contribution to the total program of curriculum improvement.

⁹Leary, Bernice E. *A Survey of Courses of Study and Other Curriculum Materials Published Since 1934.* United States Department of the Interior, Office of Education, Bulletin 1937, No. 31. Washington, D. C.: United States Government Printing Office, 1938. pp. 185.

Eleven different activities were reported by State departments of education. Constructing courses of study and units of work, holding conferences on curriculum development, and publishing bulletins and courses of study received most frequent mention; whereas directing curriculum laboratories in higher institutions, evaluating courses of study and other curriculum materials, and installing new State courses of study were mentioned by one State each. More than half of the activities reflect some degree of State leadership in curriculum work.

The broad range of activities reported by higher institutions shows a somewhat different emphasis. Collecting and assembling curriculum materials ranks first in frequency of mention, and editing and reviewing, last. Between these extremes are activities involved in producing curriculum materials, advising and directing curriculum work, investigating problems of curriculum, distributing curriculum materials, offering courses in curriculum construction, and sponsoring curriculum conferences. No activity in any of these groups was listed by every institution reporting.

Of the activities reported by city school systems, the largest per cent pertain to the actual construction and revision of courses of study. This fact, together with the observation that little mention was made of such activities as holding conferences about curriculum reorganization, organizing teachers for study, publishing curriculum monographs, developing guides for curriculum improvement, and the like, seems to indicate that many school systems utilize more expeditious means of securing workable courses of

study than long-term programs of curriculum reconstruction.

That expediency is generally desired in local curriculum programs is further shown by the types of research and experimentation reported. For example, carrying on testing programs, the results of which can be used for an immediate improvement of instruction, was mentioned far more frequently than conducting surveys, experimenting with materials, grading children's books, and other long-term research activities which aim toward an ultimate modification and improvement of the learning program.

Whether individual groups should carry on these and other extensive types of research is a question that many school people are raising, as well as the related question as to whether curriculum development in its broadest sense should be attempted by individual school systems. Perhaps the results obtained do not justify the expenditures in time, money, and human effort that are now being duplicated in hundreds of school systems. It may be, as many believe, that a better curriculum can be developed with greater efficiency and economy through the combined resources of an entire State or of several States, leaving to city school systems the task of making such adjustments as are necessary to meet local needs.

Before these questions can be answered, more facts must be obtained by detailed surveys of the functions and activities of curriculum laboratories and by a critical appraisal of the work of curriculum committees. How they are answered will help to determine the future of curriculum laboratories.

DEVELOPING A CURRICULUM LABORATORY

By WILLIAM W. WATTENBERG
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TWO YEARS ago, under the direction of Dr. Samuel Everett, Northwestern University founded a curriculum laboratory which based its development upon the needs of teachers utilizing its facilities. The results of this process may be of interest to other curriculum workers. Four types of collections were gathered: (1) Textbooks, (2) Courses of study, (3) Professional references, and (4) Enrichment materials.

Textbooks, Courses of Study, References. The textbook collection was accumulated by writing to publishers for their most recent texts. Each year a letter has been sent to each publisher, asking him to bring his collection up to date and to indicate which of the books had become obsolete. In this way the collection was held down to manageable proportions. It was much used by school administrators and by students in many courses in elementary and secondary education.

Shortly after the accumulation of courses of study had gathered momentum it became apparent that for many purposes increasing size tended to diminish the effectiveness of the material. Going through a vast mass of relatively similar courses did not serve the purposes for which teachers came to the laboratory. Rather the number of courses tended to discourage use of the material. Often the laboratory was visited by committees from fairly distant communities or by teachers and principals who could not be released from school duties for more than a day or two. These people

wanted to have available a compact group of outstanding courses representing recent thinking.

It was decided to build up a small, but select collection. Taking advantage of the selective work of the Columbia University Curriculum Laboratory, its list of outstanding courses was used as the initial basis. News notes appearing in the CURRICULUM JOURNAL were utilized to make sure that the best current productions were represented on the shelves. Of course, familiarity with the work of various curriculum revision programs enabled the laboratory to supplement these sources.

The course of study collection was held to a limit of approximately two thousand courses, divided into classifications based upon type of course, grade level, and subject fields. An indication of the sort of course which is of most interest to those utilizing the laboratory is given by the fact that the most used items were the Virginia curriculum and the Pasadena book of suggestions for teachers.

As a service to those using the facilities, a small collection of professional references was made available. This included selected periodicals, the guides issued by state and city curriculum revision programs, books on curriculum problems, and descriptions of experimental work, such as the Lincoln School units of work. Observation of readers showed that "how to do it" works were the ones most highly valued. These were usually used in connection with the courses of study.

Enrichment Materials. The collection which drew most attention and favorable comment from both teachers and administrators was a large display of enrichment materials. These included small textbooks, periodicals suitable for classroom use, government publications, pamphlets, charts, and posters. All were characterized by the fact that they could be obtained at little or no cost and were adapted to use in connection with units for which text material is comparatively scarce. The success of this collection led to its rapid expansion, made possible by the effective work of a small corps of NYA workers, students in the School of Education. Within one year the laboratory sent for, received, and filed approximately five thousand pieces of literature.

A filing system that facilitated the use of the enrichment materials was developed. The material was placed on shelves, freely accessible to anyone in the room. Open metal boxes—Princeton-type files—enabled the laboratory to keep the material in full view at all times, and at the same time to use a filing system of many divisions. The classifications were based upon topics often covered in curriculum units. Thus, teachers could go directly to the boxes containing material appropriate to areas which their classes were covering or intending to cover. Typical topics were Housing, Africa, Food, Steel, Radio, Advertising, and Social Usages.

Each box of enrichment material contained a wide variety of publications, of possible value to both teachers and pupils. Thus, the boxes on housing displayed government publications which teachers could use as references, booklets on housing pub-

lished by textbook companies, the appropriate issue of *Building America*, picture books to be obtained in five-and-ten-cent stores, photographs, government pamphlets, and items issued by a wide range of civic organizations. The problem of propaganda was handled by making an effort to see that when one partisan booklet was placed in any collection differing points of view were also represented.

The enrichment materials collection served several purposes in connection with curriculum revision programs. Often, after teachers had developed plans for class activities based upon their study of the courses of study and professional references, they would complete their work by preparing for their own use lists of booklets and graphic instructional items for which they, or their classes, could write. In several cases, teachers declared that while they had prepared plans for innovations in their work they had doubted whether they could put these plans into effect. They stated that one of the most difficult problems confronting them was a paucity of instructional materials and lack of knowledge concerning how to remedy this deficiency.

Another use for the enrichment materials collection was that of giving valuable assistance to curriculum experiments after they had reached the stage of classroom development. Teachers who were hampered by the difficulty of locating suitable material made use of the displays. Not only could they secure lists of available publications, but they could inspect these to determine which were likely to be of greatest value. An example of the usefulness of this type of collection was given in the development

of the experimental Northwestern-Evanston Unit of the Evanston Township High School. Students, as well as teachers, drew heavily upon the resources of the laboratory when study turned to fields for which the available library facilities proved inadequate.

To make a similar service available to teachers too far from Evanston to visit the laboratory during the school year, a series of annotated lists of enrichment materials has been projected.

Upon request of students and faculty members the facilities of the laboratory were supplemented with collections of maps, evaluation instruments, report forms, guidance records, and items of primary interest to administrators.

Use of the Laboratory. A word should be said as to the procedures used in bringing the laboratory into the widest possible use. Not only were its facilities employed in connection with curriculum courses, but it was utilized by courses in other fields. Classes in elementary education, secondary education, and special subject fields were encouraged to hold sessions in the laboratory to learn of its facilities and to inspect the collections. The fact that the School of Education staff meetings were held in the laboratory further aided in acquainting faculty members with its resources.

The laboratory made a policy of preparing special tabletop displays and shelf collections for use in connection with various courses. The regular displays were rearranged to meet the needs of student groups. An instance will illustrate how this technique was

employed: for a course in the teaching of mathematics a section of shelves was set aside in order that in one place there might be found textbooks, courses of study, professional references, evaluation instruments, and enrichment materials of special interest to mathematics teachers. The success of this policy is shown by the fact that during one summer as many as 300 students a day consulted the collections.

A similar policy was employed to stimulate use of the laboratory by school systems. Curriculum revision committees were invited to hold meetings in the laboratory and to freely utilize its facilities. During its first year, the laboratory was used as a bi-weekly meeting place on Saturdays for a curriculum committee of rural teachers, some of whose members made a fifty-mile automobile trip to reach the laboratory. At their request the laboratory secured a shelf of references designed to meet their special needs. In short, the curriculum laboratory strove to serve as a central clearing-house to make needed materials available to all students and teachers who might profit from such a service.

Perhaps the finding of greatest interest to curriculum workers was the discovery that successful installation of educational innovations is considerably facilitated by availability of a source of suggestions for locating instructional materials. The usefulness of a curriculum laboratory is enhanced if its development is guided by the same response to the felt needs of users as is typical of any sound educational procedure.

LABORATORY SCHOOL AS CENTER FOR CURRICULUM STUDY

By VIOLA THEMAN
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A COURSE in child development designed to meet the needs and interests of teachers in service in elementary schools was given in the College of Education of the University of Minnesota during the 1938 Summer Session. Organized primarily for Michigan teachers sent on scholarships to the University of Minnesota by the W. K. Kellogg Foundation of Battle Creek, Michigan, this course encompassed activities involving the full time of students for a period of eight weeks.

In planning the course the directors of the program interviewed some of the teachers and observed many of their actual school situations and communities in which the students were employed. Thus, efforts were directed toward ascertaining the teachers' special needs and problems. More than half of the sixty-three persons enrolled were college graduates who were employed in towns varying in population from approximately 500 to 455,000. The average size of the town was between 2,500 and 5,000. The average teaching experience was four years and the range was from one to twenty-one years.

Three primary needs of these people as teachers appeared significant: first, an opportunity to work cooperatively in the development and evaluation of a series of learning experiences directed toward a common goal; second, directed observation of children to disclose how mental, physical, and emotional factors operate reciprocally in determining the nature and direction of growth; third, rich and varied ex-

periences directed to develop and foster social sensitivity.

During the first few days the group was concerned primarily with discovering the possibilities for mutually beneficial experiences. The group concluded at this time that the areas of interest should include: arts and crafts, music, sociological formations, a weekly magazine, radio and drama, readings in education and psychology, social activities, lectures, and evaluation of the summer's experience. Committees were formed to assume responsibility for the various areas. On the basis of his interest, his potential service to the group, and his ability to learn from the experiences, each student, after consultation with the instructor, became a member of one of the committees. Thus, each individual was obliged to appraise his activities and his role in so far as his own growth, his contribution to his committee, and his service to the group were concerned.

Committees met frequently to plan and modify their activities as special needs of the group developed or became apparent. To coordinate the activities of these committees and to determine matters of policy for the group as a whole, an executive council was selected by the group. This council conferred with the instructor at least once a week.

The enthusiasm of the class concerning this organization was revealed in the report of the summer's experience written by a committee on evaluation. The students stated that

the summer's experience afforded them a learning opportunity in which they came to recognize the significance and the value of group planning, participation, and shared activity.

Because the actual observation of children appears to be the most effective way to study children's growth and development, a demonstration school with four classrooms and ninety children was provided in one of the Minneapolis public schools. All the children had been enrolled previously in this school which employed their regular teachers during the summer session. The school was selected because the families in this section of the city were comparable in social and economic status to those in the school districts from which these Michigan teachers came. It seemed important to provide a stimulating environment for the children and yet it was essential that certain factors should be controlled in order to avoid too great a contrast with a typical teaching situation. Although the classrooms were equipped as adequately as the available facilities of the school system afforded, numerous attractive books, work benches, tools, inexpensive art materials, and simple musical instruments were provided.

Emphasis in the daily morning observations was placed on conditions which would foster well-rounded development of the children rather than exemplify particular teaching methods. Of help in directing observation to desirable phases was the active participation of the students in the administration of interest inventories to the children, visits to the children's homes, and conferences with the demonstration teachers. Developmental histories of some children were made

available; each student observed one group of children for six weeks and made a detailed study of the growth of one child in the group.

The parents were encouraged to participate in the activities. They were invited to visit classes, to attend a school picnic, to take part in some group discussions, to accompany the children on bus trips, and to attend a series of six lectures on child growth. These lectures were given by specialists in psychology, psychiatry, dentistry, dietetics, and pediatrics. By including the parents in these activities, students became better acquainted with the children's social milieu and came to recognize the important role which parents occupy in children's development.

Group activities were planned for about thirty-five of the forty afternoons of the course. Three afternoons of each week were devoted to discussions, and to lectures by the instructor or by other members of the faculty of the University of Minnesota. These lecturers included Dean W. Peik, Dora V. Smith, John E. Anderson, Max Seham, William O'Brien, and H. J. Otto, the Educational Director of the Kellogg Foundation. In addition to these lectures, the group attended the weekly news reels and the convocation addresses. Speakers at these meetings included Upton Close, Joseph Smith, Carl Mose, and George Dillon.

Two visits to other schools were made by the entire group; one to the Michael Dowling School for Crippled Children and one to the nursery school in the Institute for Child Welfare.

On Friday afternoons trips were made, in caravan style, to various places of social or cultural significance. The places were selected by a

vote of the class after the committee on tours had investigated the varied opportunities. Group trips with adequate guide service were taken to the flour mills, Betty Crocker Test Kitchen, wheat market, St. Paul Stock Yards, Chamber of Commerce, Stillwater State Prison, Walker Art Gallery, Minneapolis Art Institute, Fort Snelling and Sibley House, and the Minnesota State Capitol and Museum.

A steak fry in the woods given the first week of school, a tea, a class luncheon, and a river trip down the Mississippi in a stern wheeler afforded opportunities for the class to become well acquainted. A weekly magazine also served this purpose and, in addition, provided an opportunity for creative writing.

No readings were assigned. A loan collection of books from the University library was supplemented by the class purchase of over sixty recent books in education and psychology. A wide variety of current periodicals supplied additional opportunities for extensive reading. A display of books and magazines for children was arranged and located in the same attractively arranged room used by the adults for their reading.

A specially equipped workshop was provided for the adults who enjoyed experimenting with a variety of materials. The committee on art, with little instructional assistance, assumed

responsibility for the materials and assisted in the development of techniques in activities such as linoleum and soap carving, clay modeling, and finger painting. The members of the music group made simple musical instruments such as xylophones and chimes which they later used with children in the demonstration classes. Additional experiences in art included a visit to the WPA art and craft project; a demonstration of how to make and use shadow, hand-and-string puppets (given by Mrs. Meeder, the state director of the WPA art project); a trip to the headquarters of the Lone Craftsman of Minnesota, where a movie was shown that portrayed the work of rehabilitation; and a lecture by Mr. Hilpert, who originated the Owattona Art Project.

Credit, but no grade, was given to each adult who attended regularly and participated actively in the program. In the opinions of the class (who had previously agreed to the plan) and of the instructor, this practice eliminated undesirable competition, attempts to impress the staff, and instead, focussed attention on cooperation and self-evaluation. The weekly diary required of each student revealed in numerous cases that significant growth had been made in his ability to recognize, understand, and direct children's purposes in worth-while endeavors.



THE MICHIGAN SECONDARY CURRICULUM WORKSHOP

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ON JUNE 27, 1938, one hundred fifty teachers, principals, and superintendents from the secondary schools of Michigan assembled in the auditorium of the Angell School in Ann Arbor to begin an intensive study of problems related to the improvement of instruction in their respective school situations. The group consisted of sixty-three women and eighty-seven men representing eighty-eight schools in seventy-seven different communities. The major purposes of the workshop were to assist the members in formulating definite plans for study and action in their actual school situations, and to locate or to develop definite materials and ideas with which to facilitate the execution of those plans.

In order that these purposes might be achieved, opportunities for six different types of activities were made available: general sessions for the entire group, small group meetings, individual conferences with staff members, individual work on problems selected, informal discussion among participants, and conferences with individuals and groups outside the workshop.

The physical facilities of the building in which the workshop was housed included, in addition to the auditorium, ten workrooms equipped with tables and chairs, a library,¹ a typing room where typewriters were available at all

times, and a large lounge and recreation room. Not the least of the attractions was a soft drink stand near the door of the lounge. It is probable that cooling draughts no less than speeches enabled many of the participants to carry on during some of the very warm days in July and August.

During the first few days small working groups were formed on the basis of similarities in problems selected, and each individual, with the assistance of members of the staff, defined his problem and outlined a tentative plan of attack. Meetings of the working groups, as groups, were planned with the members in terms of their interests and needs. These meetings were devoted largely to discussions of individual problems and criticisms of individual work.

The following excerpts from the notes of members of the staff indicate a few of the types of problems on which individuals worked: preparation of source materials for a course in socialized mathematics for grades eleven and twelve; a core course for sixty non-college preparatory seniors; plans for developing faculty orientation toward a core program for the seventh grade; evaluation materials for a junior high school mathematics program; plans and source materials for improving a senior high school social studies course; plans and source materials for professional faculty meetings next year; plans and source materials for the development of a community im-

¹Members of the workshop also had access to all the library resources of the University of Michigan.

provement program; plans and materials for a junior high school remedial reading program.

Participants used a large portion of their time in working on these individual problems. The remainder of their time was devoted to taking part in small group discussions, individual conferences, and attending general sessions. All members of the group reported at 8:15 A.M. five days a week and worked until about 3:30. In general the working day was divided somewhat as follows:

- 8:15- 9:45—General sessions of the entire group as needed (every day during the first week, two or three times each week thereafter).
- 9:45-11:45—Individual work, conferences with staff members, sessions of smaller working groups as needed.
- 11:45- 1:15—Noon recess.
- 1:15- 3:00—Individual work and conferences with staff members.
- 3:00—Small group meetings, announced presentations, reports, conferences, or individual work.

The general sessions were devoted to considerations of problems or strands common to almost all of the individual problems. Problems of studying the individual student, evaluation, studying the community, and the nature of learning were stressed. Committees were appointed to minister to the recreational needs of the group. A golf tournament was held, a men's softball team was organized, two evening social meetings of the entire group were held, two sessions of square dancing were held under the direction of one of the country's leading authorities on the early American dance, and several picnics were planned for small groups.

In addition to the director, the regular staff of the workshop included six people who devoted full time and three people who devoted half time to assisting individuals in working toward

solutions of their selected problems. Additional staff assistance was given by approximately fifty educational leaders from various institutions in the state and by a few from outside Michigan. These people contributed generously of their time and efforts in speaking at general sessions and at small group meetings and in making themselves available for individual conferences. A number of the workshop participants expressed the opinion that opportunities for discussing problems with individuals who have made significant contributions to education in the state constituted one of the most stimulating and valuable types of experience.

Provisions were made for periodic evaluation of the workshop experiences by participants. At the end of each week each member prepared a brief outline or progress report on his work during that week. These reports were based on five questions: (1) What did you do during the week toward the solution of your problem? (2) What specific difficulties did you encounter? (3) How did you overcome these difficulties, or what suggestions do you have for meeting them? (4) What do you plan to do next week? (5) What suggestions do you have for improving the workshop program? Members of the staff used the reports in making plans for types of services to individuals which seemed most appropriate to their expressed needs. For example, on their first weekly evaluations a number of persons suggested that the workshop library remain open on certain evenings. As a result of these suggestions the library facilities were made available every Tuesday and Thursday evening.

More comprehensive evaluations by the participants of the total workshop

experience were undertaken at the end of the fourth week and at the end of the sixth week. Forms were prepared on which each member responded to questions regarding the general sessions, small group meetings, individual conferences, opportunities and facilities for individual work, and the recreational program. The fourth week evaluations were anonymous since the major purpose was to evaluate the program and not the individuals who filled out the forms. One of the major purposes of the sixth week evaluation was to get suggestions of ways in which the various aspects of such a program might be improved; also, questions were asked regarding types of assistance which might be rendered to schools by members of the staff and others during the coming year. The instructions on this form stated that the name might be omitted if desired.

In the space reserved for "general comments" on both of the evaluation forms frequent mention was made of the democratic atmosphere of the workshop, the effectiveness of an individual's being permitted to work on his own problem, and the practical value of experiences provided in terms of their probable contributions to the improvement of instruction in actual classroom situations.

The Michigan Cooperative Workshop was planned by the Directing

Committee of the Michigan Study of the Secondary School Curriculum and was made possible through the cooperation of Central State Teachers College, Michigan State College, Michigan State Normal College, Northern State Teachers College, University of Michigan, Wayne University, Western State Teachers College, the State Department of Public Instruction, the State Board of Education, the State Board of Control for Vocational Education, and the General Education Board. Arrangements were made with the cooperating universities and colleges whereby those eligible to do graduate or undergraduate work could receive six hours of credit in the institution at which they registered. The records show that 135 of the 150 members of the workshop applied for graduate credit and one person registered for undergraduate credit.

Definite plans have been made by the staff of the Michigan Study of the Secondary School Curriculum and the staff of the State Department of Public Instruction for exerting every effort to keep in touch with each individual participant in his own school situation this year, with the idea of rendering assistance in the working out of problems and of making available to others information regarding significant developments in different communities in the State.



ANNUAL LIST OF OUTSTANDING COURSES OF STUDY

By HERBERT B. BRUNER and C. MAURICE WIETING¹
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THE INCREASING number and improved quality of the courses of study judged in the Curriculum Laboratory, Teachers College, since November, 1937, is indicative of the widespread and intelligent activity in curriculum construction. Every year since 1925 a form letter asking for curriculum materials has been sent to every state department and to selected schools in every section of the country. While undoubtedly some excellent courses of study have not been received by the laboratory, most of the best materials produced recently are probably listed here.

All of these courses of study were evaluated by using the "Criteria for Evaluating Course-of-Study Materials."² These criteria are a modification of earlier standards developed in the Curriculum Laboratory.³ Courses of study which have been included previously on outstanding lists were rejudged in May, 1938, the revised set of criteria being used as the evaluating instrument.⁴ The list given below, however, contains only those courses of study received in the Curriculum Laboratory between the dates of October, 1937, and October, 1938. It is interesting to note that of the

39,046 courses of study rated by the old and by the revised criteria, 14.9 per cent of them have been judged outstanding.

Last year course-of-study bulletins and study guides for teacher use in curriculum construction were evaluated for the first time and this year there has been a marked increase in materials turned out in this area. Another trend in the field seems to be the production of source materials, teachers' guides, and bibliographies by curriculum committees, but since these materials cover such a broad range they are not included in this list.

ELEMENTARY

FINE ARTS

- Fort Worth. Creative Activities in the Fine Arts. Grades 1-3; 4-6. 1937-38.
Illinois State. Art Area of the Rural School Curriculum. Grades 1-8. 1938.
Mishawaka, Indiana. Art Course of Study. Grades 1-3. 1936.
Bakersfield, California. Music Outline by Grades. Grades 1-6. 1936.
White Plains, New York. Tentative Curricula and Courses of Study in Music. 1934.

GENERAL

- Bakersfield, California. Primary Grades. 1937.
Hamilton County, Tennessee. Professional Yearbook, Elementary Schools. Grades 1-2; 1938. Grades 3-6; 1937.
Indianapolis, Indiana. An Administrative Bulletin for the Elementary Schools. 1937.
Milwaukee, Wisconsin. Kindergarten Course of Study. 1938.
Mississippi State. A Guide for Curriculum Reorganization in the Elementary School. Bulletin No. 4. 1937.
Montgomery County, Maryland. Professional Yearbook, 1938-39. Part II, 1938.
Muncie, Indiana. Unified Primary Activity Course of Study. Grades 1-3. 1938.
New Mexico State. Activities for the Non-Recitation Periods. Number Two. 1938.

- HEALTH, PHYSICAL EDUCATION, SAFETY
Fort Worth, Texas. Health and Physical Education. Grades K-3; 1937. Grades 4-6; 1937.

¹With the assistance of graduate students in Teachers College: Fern Boell, Wilhelmina Hill, Leslie Johnson, William McCallum, William Tuchman, V. Faure Rilliet, Idabelle Yeiser, and Esther Anson.

²Bruner, H. B. "Criteria for Evaluating Course-of-Study Materials." Teachers College Record, November, 1937.

³Stratemeier, Florence B., and Bruner, H. B. Rating Elementary School Courses of Study. Bureau of Publications, Teachers College, Columbia University, 1926.

⁴Bruner, H. B., Wood, H. B., and Wieting, C. M. Judged Outstanding Courses of Study. Revised List. May, 1938. Curriculum Laboratory, Teachers College, Columbia University.

Springfield, Massachusetts. Health and Physical Education. A Tentative Course of Study. Grades 4-6. 1937.

Wyoming State. Course of Study for Elementary Schools. Health Education Including Safety. Grades 1-8. Bulletin No. 16. 1937.

Bakersfield, California. Units in Health Education. Primary Grades; Intermediate Grades. 1936.

Philippine Islands. Health-Teaching Activities. Grades 1-2. 1936.

Fort Smith, Arkansas. A Teachers Manual of Pupil Guidance in Physical Education for Elementary Grades. Grades 1-6. 1937.

Kansas City, Missouri. Playtime Activities: Tentative Course of Study in Physical Education. Grades 1-3. 1937.

University City, Missouri. A Physical Education Course of Study. Grades K-6. 1938.

New York State. Safety Education. Grades 1-8. 1937.

Olney, Texas. A Tentative Teachers Manual in Safety Education. Grades Elementary to Junior High School. 1938.

INDUSTRIAL ARTS

Philadelphia, Pennsylvania. Course of Study in Industrial Arts. Grades 1-4. 1936.

Philadelphia, Pennsylvania. Bulletin for Teachers, Source Materials. No. 3-1, Grade 3A; No. 3-2, Grade 3B; No. 4-1, Grade 4. 1937.

LANGUAGE ARTS

Berkeley, California. English: Oral and Written Expression. Grades 3-6. 1934.

East Greenwich, Rhode Island. Grade Units in English for Grades I-III. 1938. Grade Units in English for Grades IV-VI. 1938.

Illinois State. Language Arts Area of the Rural School Curriculum Guide. 1938.

Oklahoma State. Tentative Edition of Study in Elementary Language. Grades 1-8. 1936.

Rochester, New York. Course of Study Objective I—Language Arts and the Tools of Learning. Grades K-3. 1937.

Texas State. Tentative Course of Study in Language Arts. 1936.

New Mexico State. Handwriting Instruction. 1937.

Oregon State. Language and Penmanship. Grades 1-8. 1937.

New York, New York. Guide for Librarians in the Elementary and Junior High School and Course of Study and Syllabus in the Use of Library Books. 1937.

Berkeley, California. Reading. Grades 3-6. 1936.

Ironwood, Michigan. Suggestions and Guide for Teachers of Non-Reading or Transition Groups. 1937.

Madison, Wisconsin. A Cooperative Study of Reading Readiness. 1937.

Oklahoma City, Oklahoma. Tentative Edition of Course of Study in Elementary Language. Grades 1-8. 1936.

Panama Canal Zone. Course of Study in Reading. Grades 1, 2, 3, 4, 5, 6. 1938.

San Jose, California. Elementary Curriculum Materials. Vol. I. 1938.

Winona, Minnesota. Introduction to the Reading Curriculum. 1938.

Wyoming State. Course of Study for Elementary Schools in Primary Reading. Grades 1-3. 1937.

MATHEMATICS

Hartford, Connecticut. Guided Learning in Arithmetic. Grades K-3. 1938.

Illinois State. Mathematics Area of the Rural School Curriculum Guide. 1938.

New York State. Mathematics for Elementary Schools. Grades 1-6. 1937.

Perth Amboy, New Jersey. Tentative Mathematics Course of Study. Part I, Grades 4-6. 1938.

Springfield, Massachusetts. Social Arithmetic in the Elementary Curriculum. Grades 3-6. 1938.

SCIENCE

Atlanta, Georgia. Living and Growing in the Atlanta Public Schools. Nature. Grades K-1. 1937.

Illinois State. Natural Science Area of the Rural School. Curriculum Guide. Grades 1-6. 1938.

Iowa State. A Guide for Teaching Science. Grades 1-8. 1937.

Joliet, Illinois. Tentative Course of Study in Elementary Science. Grades 1-6. 1937.

Madison, Wisconsin. Natural Science. Grades 4, 5, and 6. 1937.

New Rochelle, New York. Science Bulletins I-VII. 1938.

Shorewood, Wisconsin. Science Units. Grade 6. 1937.

SOCIAL STUDIES

Atlanta, Georgia. Living and Growing in the Home-School Community. Grades K-3; 1937. Grades 4-6; 1938.

Atlanta, Georgia. Community Life Series; Our Leisure, Grades K-3; Farm Life, Grade 1; Citizenship, Grades 1-3. 1937.

Brockton, Massachusetts. Geography and History for Social Living. Grade 5. 1938.

Des Moines, Iowa. Curriculum Bulletin. Social Studies. Grades V and VI. 1936.

Los Angeles, California. Units; Vacation Days; Courtesy; Fire Prevention; Cowboys. 1937.

Maryland State. Curriculum Materials in the Social Studies. Grades 4-6. 1938.

New Mexico. Reorganization of the Social Studies Program in the State of New Mexico. 1938.

New York, New York. Curriculum Bulletin No. 1. The Evolution of Common Things. Unit I, Aviation; Unit II, Communication. 1937.

New York, New York. Bulletin No. 2. We Visit the Orient. 1938.

New York, New York. Social Studies Unit. Public Services and Public Utilities. 1938.

New York State. Suggestions for the Guidance of Schools in the Development of a Social Studies Program. Manual 2, 1937. Manual 3, 1938.

Oakland, California. Social Science Course of Study. Grades 3-4, 5, 6. 1937.

Rochester, New York. Course of Study Objective III—Social Relations. Grades K-3; 4-7. 1936.

Sacramento, California. Elementary Social Studies. Monograph No. 14. Part I, Grade 3; Part II, Grade 4; Part III, Grade 5; Part IV, Grade 6. 1937.

San Jose, California. Elementary Curriculum Materials. Vol. III. 1938.

St. Louis County, Missouri. The Teaching of the Social Studies. Washington University. St. Louis County Commission on the Teaching of the Social Studies. 1938.

JUNIOR HIGH SCHOOL

COMMERCIAL EDUCATION

Texas State. Teaching Commerce. Junior and Senior High School.

EXTRA CURRICULAR

Little Rock, Arkansas. Extra Curricular Monograph. Junior and Senior High School. 1935.

Springfield, Massachusetts. A Handbook on Clubs for Junior High School. 1936.

GENERAL

Mississippi State. A Guide for Curriculum Reorganization in the Secondary School Grades. Grades 7-12. Bulletin No. 5. 1937.

FINE ARTS

Saginaw, Michigan. Suggestions for Art Education in Junior and Senior High Schools. 1938.

Indianapolis, Indiana. Course of Study in Art. Grades 7-9. 1936.

Berkeley, California. Course of Study in Music Education. Junior and Senior High School. 1937.

Indianapolis, Indiana. Course of Study in Music for the Junior High School. Grades 7-9. 1936.

Pittsburgh, Pennsylvania. Courses of Study in Music. Junior and Senior Divisions. Grades 7-12. 1937.

FOREIGN LANGUAGE

Rochester, New York. Course of Study in French Reading. Non-Regents. Grades 8-10. 1936.

Springfield, Massachusetts. French. Grades 8-9. 1937.

HEALTH, PHYSICAL EDUCATION, AND SAFETY
Alabama State. Course of Study in Health and Physical Education for Junior and Senior High School Girls. 1936.

Fort Worth, Texas. Health and Physical Education for Girls. 1937.

Fort Worth, Texas. Health and Physical Education for Boys. 1937.

Bakersfield, California. Units in Health Education for Junior High School. 1936.

Springfield, Massachusetts. A Tentative Course of Study in Physical Education for Junior and Senior High School Girls. 1938.

Kansas City, Missouri. Safety in the Curriculum. Junior and Senior High Schools. 1937.

Oklahoma State. Tentative Instructional Units in Street and Traffic Safety Education. 1938.

Olney, Texas. A Tentative Teachers Manual in Safety Education. Grades 1-9. 1938.

HOME ECONOMICS

Fort Worth, Texas. Homemaking Education. Bulletin 185. Junior and Senior High. 1937.

Indiana State. Course of Study in Home Economics. Grades 7-9. 1936.

Saginaw, Michigan. Home Economics Materials to Try Out and Revise. Grades 7-12. 1938.

Texas State. Course of Study in Homemaking. Part I below the Eighth Grade; Part II above the Eighth Grade. 1937.

The Panama Canal Zone. Household Arts. Grades 8-10. 1937.

Utah State. Course of Study for Homemaking. Grades 7-9, and above. 1936.

LANGUAGE ARTS

Baltimore County, Maryland. Course of Study in English. Part Three. Grades 7-9. 1937.

Flint, Michigan. Course of Study in English for Z Groups in Junior High School. 1935.

New York State. Syllabus in English for Secondary Schools. Grades 7-12. 1937.

Oklahoma State. A Tentative Instructional Unit in Movie Appreciation. Grades 7-12. 1938.

Rochester, New York. Course of Study in English: Non-Regents. Grades 7-12.

Rochester, New York. Course of Study in English. Part I. Grades 8-12. 1937.

The Panama Canal Zone. Speech and Writing for Junior and Senior High School. 1937.

MATHEMATICS

Texas State. Teaching Mathematics in Junior and Senior High School. 1937.

SCIENCE

Rochester, New York. Science Course of Study. Grades 8-9. 1937.

Saginaw, Michigan. Course of Study in Science. Grades 7-10. 1938.

Texas State. Teaching Science. Junior and Senior High School. 1937.

The Panama Canal Zone. Course of Study in Elementary Science. Grade 7. 1937.

The Panama Canal Zone. Course of Study in General Science. Grade 9. 1937.

SOCIAL STUDIES

Atlanta, Georgia. Social Science. Grade 7. 1938.

Rochester, New York. Course of Study in Social Studies. Grade 9.

Saginaw, Michigan. Social Science Materials to Try Out and Revise. Grades 7-9. 1938.

SENIOR HIGH SCHOOL

AGRICULTURE

Winona, Minnesota. Course of Study in Agriculture. 1938.

COMMERCIAL

Flint, Michigan. Outline of Retail Selling I and II. Grade 12. 1938.

Fort Worth, Texas. A Tentative Course of Study in Typewriting I, II, III, Bulletin No. 190; A Tentative Course of Study for Shorthand I, II, III and Secretarial Practice, Bulletin No. 191; A Tentative Course of Study for Bookkeeping I, II, III, IV, Bulletin No. 193; A Tentative Course for Commercial Law, Bulletin 194; A Tentative Course of Study for Business-Economic Problems, Bulletin 195; A Tentative Course of Study for Salesmanship, Bulletin No. 196; A Tentative Program for Effective Economic Living, Bulletin No. 197. 1937.

Texas State. Teaching Commerce. Junior and Senior High School. 1938.

New York, New York. Syllabus in Typewriting. 1937.

Rochester, New York. Course of Study in General Business—1, Non-Regents. Grade 8. 1936; Course of Study in General Business—2, Non-Regents. Grade 10. 1936; Manual for Teachers to Accompany Courses of Study in General Business, Non-Regents. 1937; Course of Study in General Business—3, Non-Regents. Grade 11. 1937; Course of Study in General Business—4, Non-Regents. Grade 12. 1937.

FINE ARTS

Los Angeles County, California. Art Appreciation. 1936.

Perth Amboy, New Jersey. Tentative Course of Study in Fine Arts. Secondary School. 1938.

Saginaw, Michigan. Suggestions for Art Education in Junior and Senior High Schools. 1938.

Berkeley, California. Course of Study in Music Education. Junior and Senior High School. 1937.

Los Angeles County, California. American Life as Reflected in Its Music. 1937.

New York State. Suggestions for Teaching Music Reading. No date.

Pittsburgh, Pennsylvania. Courses of Study in Music. Junior and Senior Divisions. Grades 7-12. 1937.

FOREIGN LANGUAGES

Aberdeen, South Dakota. German Course of Study. Senior High School. 1937.

Fort Worth, Texas. A Tentative Course of Study for French I and II. Bulletin 181. 1937.

Rochester, New York. Course of Study in French Reading. Non-Regents. Grades 8-10. 1937.

Saginaw, Michigan. Foreign Language Materials to Try Out and Revise. 1938.

South Carolina State. Suggestions for the Teaching of French in the High Schools of South Carolina. 1936.

Fort Worth, Texas. A Tentative Course of Study for Spanish I and II. Bulletin 180. 1937.

Los Angeles, California. Outline of Aids for the Teaching of Spanish. 1937.

San Antonio, Texas. Course of Study for Spanish III, IV. 1936.

Texas State. Tentative Course of Study in Spanish. 1936.

The Panama Canal Zone. Course of Study in Spanish. 1937.

Fort Worth, Texas. A Tentative Course of Study for Latin. Bulletin 182. 1937.

GENERAL

Des Moines, Iowa. An Experimental Core Curriculum for Grades X and XI. 1937.

Mississippi State. A Guide for Curriculum Reorganization in the Secondary School. Grades 7-12. 1937.

West Virginia State. Tentative Program of Studies for Individual Needs. Industrial Arts, Home Economics, Commerce, Physical Education, Health, Music, Art. 1937.

West Virginia State. Tentative Program of Studies for Language, English, Latin, French. 1937.

HEALTH, PHYSICAL EDUCATION, AND SAFETY

Alabama State. Course of Study in Health and Physical Education for Junior and Senior High School Girls. 1936.

Fort Worth, Texas. Health and Physical Education for Senior High School Boys. 1937.

Fort Worth, Texas. Health and Physical Education for Senior High School Girls. 1937.

Los Angeles County, California. The Effects of Alcohol on the Body. 1937.

Los Angeles County, California. Scientific Facts on the Use of Narcotic Drugs. 1937.

South Carolina State. High School Course of Study in Physical Education. 1937.

Springfield, Massachusetts. A Tentative Course of Study in Physical Education for Junior and Senior High School Girls. 1936.

Holyoke, Massachusetts. Highway Safety. 1938.

Kansas City, Missouri. Safety in the Curriculum. Junior and Senior High School. 1937.

Los Angeles County, California. Safety Education. 1936.

Los Angeles County, California. Teaching Traffic Safety. 1937.

Los Angeles County, California. Protecting Life, Health, and Property. 1938.

New Jersey State. Highway Safety. 1937.

New York State. The Safety Education Program in the High Schools of New York State. 1936-37. 1938.

HOME ECONOMICS

Fort Worth, Texas. Homemaking Education. Junior and Senior High School. 1937.

Oregon State. Homemaking Education for Secondary Schools. 1937.

Saginaw. Home Economics—Materials to Try Out and Revise. Grades 7-12. 1938.

Texas State. Course of Study in Homemaking, Part II Eighth Grade and above. 1937.

The Panama Canal Zone. Household Arts. Grades 8-10. 1937.

Utah State. Course of Study for Homemaking. Grades 7-9 and above. 1936.

Salt Lake City, Utah. Home Problems for Boys. 1937.

INDUSTRIAL ARTS

Oregon State. Course of Study in Industrial Arts. 1937.

Rochester, New York. Art Craft Syllabus; Printing Syllabus; Sheet Metal Syllabus; Electric Arc Welding. 1937. Lithography, 1936.

LANGUAGE ARTS

Atlanta, Georgia. A Course of Study in English for Senior High Schools. Part III. Journalism. 1938.

Atlanta, Georgia. A Course of Study in English for Senior High Schools. Part I. Literature. 1938.

Atlanta, Georgia. A Course of Study in English for Senior High Schools. Part II. Composition. 1938.

Dallas, Texas. English Outline for Teachers. High School Course of Study. 1937.

Flint, Michigan. Elective Courses in English. Grade 12. 1937.

Los Angeles County, California. Study of Occupations. Grade 11. 1937.

Los Angeles County, California. A Study of the Magazine. 1936. (Unit.)

New York State. Syllabus in English for Secondary Schools. Grades 7-12. 1937.

Oklahoma State. A Tentative Instructional Unit in Movie Appreciation. Grades 7-12. 1938.

Rochester, New York. Course of Study in English. Non-Regents. Grades 7-12. 1937.

Rochester, New York. Course of Study in English. Part I; Part II. Grades 8-12. 1937.

San Antonio, Texas. Course of Study for Senior High School. English III and IV. 1934.

San Antonio, Texas. Course of Study for Senior High School. English V and VI. 1934.

The Panama Canal Zone. A Tentative Course in Journalism for High Schools. 1937.

Aberdeen, South Dakota. English (Drama) Course of Study for Senior High School. 1936.

Los Angeles County, California. Oral English. 1937.

Los Angeles County, California. Oral Reports. 1937.

The Panama Canal Zone. Speech and Writing for Junior and Senior High Schools. 1937.

Aberdeen, South Dakota. Library Course of Study for Senior High School. 1937.

Los Angeles County, California. Library Usage. A Guide Outline for English Teachers. 1934.

Philippine Islands. Lesson Plans in Library Work for First Year High School. 1937.

Rochester, New York. Can Your Pupils Read? Teachers Manual. 1937.

Los Angeles, California. Improvement of Spelling Procedures for Secondary Schools. 1937.

MATHEMATICS

Dallas, Texas. Mathematics. Grades 9-12. 1937.

Texas State. Teaching Mathematics. Junior and Senior High School. 1937.

SCIENCE

Saginaw, Michigan. Course of Study in Science. Grades 7-10. 1938.

South Dakota State. Science for Secondary Schools. 1936.

Rochester, New York. Course of Study in General Biology. 1937.

Texas State. Teaching Science. Junior and Senior High School. 1937.

West Virginia State. Tentative Program of Studies for Methods of Exact Thinking. Science and Mathematics. 1937.

SOCIAL STUDIES

Aberdeen, South Dakota. Modern Problems. Grade 12. 1937.

Dallas, Texas. Negro History. 1937.

Flint, Michigan. Civics. 1937.

Flint, Michigan. Economics. 1938.

- Institute for Propaganda Analysis. Propaganda; How to Recognize It and Deal with It. 1938.
- Long Beach, California. Civic Education in the Long Beach Secondary Schools. 1936.
- Los Angeles, California. Unit: Liberty, Equality, and Fraternity. Grade 10. 1935.
- Los Angeles County, California. American Problems. Grade 12. 1936.
- Los Angeles County, California. Pacific Relations. Grade 12. 1937.
- Los Angeles County, California. Current Social Problems. (Unit.) 1936.
- Los Angeles County, California. Appreciating Democracy. (Unit.) 1937.
- Los Angeles County, California. Current Social Problems. 1937.
- Minnesota State. Course of Study on Consumers' Cooperation. 1938.
- Oregon State. Course of Study for High School Social Studies. 1937.
- Rochester, New York. Course of Study in Social Studies. (Non-Regents) Grade 10; (Regents) Grades 11 and 12, 1937.
- Saginaw, Michigan. Social Science Materials to Try Out and Revise. Grades 10-12. 1938.
- United States Department of Agriculture. Forest Service. Forest Conservation. 1937.
- West Virginia State. Tentative Program of Studies for Broad View of World Geography, World History, American History, American Problems, Social Problems, 1937.

ADULT EDUCATION

- California State. Little Journeys in California. Lessons in English for Intermediate Classes of Adults. 1937.
- California State. Parent Education in California. 1937.
- Georgia State. Parent Cooperation in the Georgia Program for Improvement of Instruction in the Public Schools. 1935.
- Minnesota State. Learning in Leisure; the What and Why of Adult Education. 1937.
- New York, New York. Works Progress Administration. Guidebook for Curriculum Construction in Adult Education. 1937.
- Pennsylvania State. Parent Education. Bulletin 86. 1935.
- Texas State. The Odyssey of Mrs. Brown; Curriculum Program for Parent-Teacher Associations. 1936.

STUDY BULLETINS

- Alabama State. A Syllabus for General Study and Use by Beginning Groups. 1937.
- Alabama State. Procedures in Large Unit Teaching. 1937.
- Alabama State. Report of the Committee on Point of View, Aims, and Scope. Curriculum Bulletin No. 1. 1936.
- Alabama State. Report of the Committee on Social and Economic Conditions in Alabama and Their Implications for Education. 1937.
- Arkansas State. A Teachers' Guide for Curriculum Development. Elementary Section. 1935.
- Beloit, Wisconsin. Curriculum Bulletin No. 2. 1938.
- Birmingham (Jefferson County), Alabama. Jefferson County Program for the Improvement of Instruction. Bulletin 1. 1937.
- Georgia State. Guide to Use of State Adopted Textbooks. 1938.
- Georgia State. Preliminary Report of Procedures Committee on the Community as a Source of Materials of Instruction. 1937.
- Georgia State. The Organization and Conduct of Teacher Study Groups. 1937.
- Georgia State. The New Curriculum at Work. 1938.
- Georgia State. Two Georgians Explore Scandinavia. 1938.
- Glencoe, Illinois. Experimental Curriculum Outlines for Glencoe Public Schools. 1937.
- Glencoe, Illinois. A Guide for Curriculum Planning. 1938.
- Kansas State. A Guide for Exploratory Work in the Kansas Program for the Improvement of Instruction. Bulletin No. 3. 1937.
- Louisiana State. Louisiana Program for the Improvement of Instruction. Bulletin No. 351. 1937.
- Louisville, Kentucky. Study Guide for the Meetings of the Curriculum Cabinet. 1936.
- Montgomery County, Maryland. Professional Yearbook for Public Schools. 1937-38.
- Montgomery County, Maryland. Professional Yearbook for Public Schools. Part I. 1938-39.
- New York State. Records and Evaluation. No. 4. 1938.
- Ohio State. Studies in Secondary Education. Vol. 1, No. 1. High School Principals Association, Columbus. 1937.
- Oregon State. Handbook on Curriculum Study. Curriculum Series; Bulletin No. 1, 1937.
- Saginaw, Michigan. An Overview of the Saginaw Curriculum Program. 1938.
- Santa Barbara, California. Developmental Curriculum. 1938.
- Tennessee State. The Tennessee Program for the Improvement of Instruction. Study Bulletin No. 6. 1936.
- Tennessee State. Looking Ahead with Tennessee Schools. 1937.
- University City, Missouri. Yearbook of University City Public Schools. 1937-38.
- West Virginia University Demonstration School. Some of Its Activities Described by Faculty Members. 1937.
- Wilmington, Delaware. Progress in Education in Wilmington, 1929-1937. 1937.

CONSUMER EDUCATION AT STEPHENS COLLEGE

By JOHN M. CASSELS
Stephens College, Columbia, Missouri

THE IDEA of developing special work in consumer economics at Stephens College is one which President Wood has had in mind for many years. In 1921 a study of the activities of women was made for the College by Dr. W. W. Charters. On the basis of this study it was decided that consumption was one of the seven basic subjects around which the whole program of education should be developed.

Scope and Subject Matter. In developing the program of the Institute the term "Consumer Education" is to be broadly interpreted. The nature of its content is indicated by the following outline:

1. Concerning Consumers as Individuals—*a.* General principles of economy in the use of money, time and energy; conscious choosing; careful planning; and relation to philosophy of life. *b.* Subsidiary knowledge of facts, principles, and techniques relating to shopping, testing, financing, domestic management, etc.

2. Concerning Consumers as Members of Society—*a.* The position and function of the consumer in the economic order; general economic problems from the consumer point of view; relations of consumers to other economic groups. *b.* Examination of possibilities for dealing with specific consumer problems by group or government action, *e. g.*, cooperation, government grading.

Functions and Activities. The activities of the Institute will fall under three main headings which may be designated as fact-organizing, fact-finding, and fact-using:

1. Fact-Finding (Research) — *a.* Economic research relating to consumer problems. *b.* Educational research contributing to the diffusion of consumer knowledge.

2. Fact-Organizing (Study) — *a.* Collecting and arranging material by library staff. *b.* Analysis and interpretation of material by economics staff.

3. Fact-Using (Education)—*a.* For Stephens College students. *b.* For other consumers; high school students; college students; and adults.

Program for Stephens College Students. A general course will first be offered to senior students. Eventually this will be one of the required subjects basic to the programs of all students. Recognition will be given to the importance in life both of the selection of *objectives* and the effectiveness of *action directed* towards attaining them. To have the greatest future usefulness and consequently the greatest practical interest for the student, the subject matter must be relevant to the life in prospect and must be presented in such a way as to make that apparent. Beginning with the simpler individual problems of budgeting and choosing, students will be led on to deal with more complicated individual problems and finally to the problems of their own relations to the general economic community in which they live. Material will have to be specially prepared for the course—reading lists, mimeographed material, later a book of selected readings, and finally a textbook. Subsequently, other courses will be developed to deal more intensively with particular parts of the field.

The library collection will be made as attractive and useful to the students as possible. The clinic will be of service to the students in dealing with their more specific individual problems. Commodity material will be conveniently filed and readily available. A consultant will be ready to give advice on the more important questions that arise and will particularly stress the basic principles of budgeting. Probably the thrift books of the first-year students should eventually come under the charge of the clinic consultant. Close cooperative relations will be established with the Clothing and Grooming Clinics. General influence will be exerted in favor of strict adherence to allowances and the practice of economy. The possibilities of forming a successful student cooperative will be considered.

Program for Other Consumers. Besides what is done for the students of Stephens College, educational work will be carried on with other consumers who fall into three natural groups: high school students; students at other colleges and universities; and adults.

A survey will be made of the work now being done in consumer education in the high schools of the country.

Materials suitable for use in high school classes will be prepared. Cooperative arrangements will be made with schools in various cities to try the units out and help to perfect them through the modification of them in actual use. In some cases the setting up of summer workshops at the Institute to prepare materials for school use may be found desirable. Short-time visiting fellowships should be made available to teachers working with this subject who wish to spend some weeks at the Institute in studying our material and experience.

The adult education program will be a highly important part of the work of this Institute, but the form it will take cannot be definitely outlined at the present time. Popular writing is one of the methods to be employed and special efforts will be made to find someone as soon as possible who is competent to undertake this assignment. Use will also be made of radio and motion pictures. Assistance will be given to groups of any kind seriously interested in organizing for the study of consumer problems. The clinic will be opened later to non-student consumers in Columbia. Assistance may also be given in the setting up of clinics to operate along lines similar to our own.



CURRICULUM RESEARCH

CHAPMAN, ALVAN LOTHAIR — *A Study of the Philosophy of Education Underlying Elementary School Courses of Study*. Austin: University of Texas, 1938. Doctor's Dissertation.

This investigation is an attempt to determine the philosophy of education which is incorporated in recently published elementary courses of study. Elementary courses of study from forty-two states and thirty-three representative cities, making a total of seventy-five administrative units, were analyzed by means of a check list. The check list was based upon critical issues relating to philosophies of education as revealed in recent pedagogical literature. The items of the check list consist of twenty-six aspects of philosophy of education. Each of the items contains five positions on some aspect of educational philosophy, the two end positions representing extreme views.

It is interesting to learn that almost two times as many administrative units accept some view of learning other than the organismic theory. Sixty-six of the seventy-five units provide for rigid grade placement and promotion. Child happiness is not mentioned in more than one-fourth of the units, and in only three of them is there an indication that a definite attempt is made to help the child to be happy in school. Sixty-one of the units definitely plan training for children to live in the current form of democracy.

On its more encouraging side, the study shows that all administrative units take childhood interests into account to some degree in curriculum

planning; and sixty-four of them provide for group activities.

WILSON LITTLE
University of Texas

DAWALD, VICTOR F.—*Commercial Education Practices in Fifty-Two Schools*. Research Bulletin No. 1. Beloit, Wisconsin: Public Schools. 1938. 8 p. Mimeographed.

Data on commercial offerings were secured by questionnaires from fifty-two secondary schools in cities with populations in excess of 18,000 located in Indiana, Illinois, and Wisconsin. Ninety-four per cent of the questionnaires were returned, all but three schools responding.

Of all commercial subjects, bookkeeping, typing, and shorthand are given the greatest emphasis. The subjects of economics, business law, junior business training and commercial mathematics are a definite part of the commercial curriculum in a majority of schools included in the survey. Business English, office practice, salesmanship, and business principles are finding their way into many school curriculums.

In most schools typing and shorthand are offered for four semesters. In bookkeeping there is no definite time trend. Most schools offer junior business training and commercial mathematics for two semesters. The remaining commercial subjects are offered in almost every case for one semester. With the exception of typing, practically every school maintaining a recitation period from forty to sixty minutes in length grants a full credit (one-half unit) for each semester of successful work.

There seems to be a definite trend to require bookkeeping, shorthand, typing, and junior business training (where it is offered) of all students specializing in commercial work. More than fifty per cent of the schools included in the survey offer nine or more subjects in their commercial curriculums.

†

SCHWARTZ, EMANUEL K.—*The Experimental Didactics of the Teaching of German in the Light of the Gestalt Theory*. New York: New York University, 1937. Doctor's Dissertation.

That there exists today a confused view as to subject matter, methodology, and aim in modern language teaching, is more than apparent to those familiar with the field. Attacks on foreign languages in the high school are in a measure the result of this evident confusion. The author recognizes the confusion and proceeds to deal with it on the hypothesis that the Gestalt theory may have some pertinent principles to offer toward clarification of it.

After discussing the basic principles of the Gestalt theory as developed by

its contributors, the author shows how this psychology indicates the futility of trying to base a modern German curriculum on that of old Latin forms. The findings of the study indicate that: the teacher's task is to awaken an understanding of language life; Sprachgefühl is essential for successful teaching; learning a foreign language resembles learning one's native tongue; acquisition of grammar is merely an aid to natural speech formation; higher thought processes are built on the basis of natural vocalization and Sprachgefühl; choice and handling of reading material must accord with pupil's apprehensional ability; written expression achieves full value only when it follows good oral training and serves as stimulus for arousing responsibility toward community life; mastery of word lists is insufficient for understanding expressional media.

The study should aid in placing methodology on a fundamental basis. Present traditional methods in teaching languages may need to give way to the new organismic approach if it can be shown to be superior.

GILBERT C. KETTLEKAMP
University of Illinois



REVIEWS

COUNTS, GEORGE S.—*The Prospects of American Democracy*. New York: John Day Company. 1938. 370 p.

This is perhaps the best discussion of American democracy that has yet appeared. The historical background, the nature of the changes that have taken place, the liabilities and the assets of our present democracy, the necessity of charting our future course experimentally and according to no existing patterns—these matters are all presented with admirable lucidity and excellent proportion. As the author shows, in convincing detail, democracy cannot have the same meaning in the twentieth century that it had in the eighteenth. We are living in a period when "great choices have to be made." "Democracy is by no means a middle way between extremes, lacking substance of its own and defined in terms of its opponents. It is another way—unique, radical, revolutionary—the most adventurous way that man has ever taken—a way beset with difficulties and demanding the fullest possible development of the powers of the race." (p. 7.)

The radical character of a genuinely democratic program is indicated by the distinction between democracy as a social ideal and democracy as a method—a distinction which is present throughout the book, at any rate, by implication. Democracy is more than a middle way because it points to a social ideal which encourages the pooling of interests and which makes a continuous expansion of a common life its final test of progress. An ideal of this kind is nothing short of revolutionary because this test supersedes

all earlier standards or measures. Belief in democracy requires reconstruction of traditional beliefs and attitudes—political, economic, social, theological, and ethical—to a degree that can scarcely be viewed with equanimity.

Democracy as a method must, of course, be determined by the end to be achieved, as is the case with all methods. The tendency to make method an end in itself is not confined to pedagogues. With respect to industry the author warns us that the friends of democracy must "beware of the proposal to apply the concept of primitive democracy or the town meeting to the management of the economy—the immediate and indiscriminate participation of all workers in the launching and conduct of enterprise." (p. 90.) In a democracy, as in any other form of social organization, there must be provision for the exercise of authority. The ultimate basis for passing judgment on the exercise of authority is not whether this exercise represents the decision of a town meeting, but whether it is in furtherance of the democratic ideal.

It is fairly obvious that a democracy must have its own distinctive type of popular education. In its program for popular education Dr. Counts argues that the schools should give "a broad account of the nature and history of man" in general, and our American democracy in particular. It should portray the rise of industrial society and an analysis of American society, together with an account of the conflicts and maladjustments in the social structure. It should give an acquaintance with the nature of the social

philosophies now competing with one another and with the agencies and methods of propaganda; and it should develop "a challenging conception of the purposes and potentialities of democracy in the United States." (p. 337.)

All this is undoubtedly in line with a democratic conception of popular education. If a comment from the side lines is in order, the suggestion might be offered that the distinctiveness of such a program would be heightened if the "challenging conception" of democracy were made explicitly the central point of reference throughout the entire program, not as a doctrine to be put across, but as a basis for that reconstruction of beliefs and attitudes which gives to democracy its radical or revolutionary character. This reconstruction would then become the central concern of the program. Such a program would be unique in a special sense, since it would reflect the faith of democracy in the intelligence of the common man, the faith that beliefs will be reconstructed in the direction of democracy, by the operation of free intelligence, if the basic issue is brought out into the open.

This book can be cordially recommended to everyone who is interested in what is going to happen to our democracy. Teachers who desire to be something more than "middle-men" or "craftsmen" can read it with profit. It is a pleasure to record the conviction that Dr. Counts, in this volume and in his other activities, has rendered a rare service to the teaching profession, as well as to all those who keep alive an active faith in the coming of a more humane social order.

BOYD H. BODE
Ohio State University

MOSSMAN, LOIS COFFEY—*The Activity Concept*. New York: Macmillan Company, 1938. 197 pp.

Thousands of teachers are eager for guidance in their efforts to develop activity programs in their own classrooms. Hundreds of supervisors and administrators are endeavoring to understand the activity movement and to remake their schools into centers for child experience. They seize each new publication on this subject with hope that it will aid them in reconstruction of curricula.

This recent collection of essays and lecture notes gathered together in a small volume adds to the list of references on the Activity School and gives sound views with valuable advice on school procedures. Mrs. Mossman sets forth briefly the interpretation she has developed in working with such colleagues as Dr. Bonser and Dr. Kilpatrick. She states the implications for classroom work in terms she has evolved through sympathetic observation of children and extensive work with teachers.

While there is much that is valid in this interpretation, two types of readers are likely to meet disappointment in some degree. The educator who hopes to find a full diagram of the foundations upon which the Activity School rests will lay down the book with a feeling that the author has suggested the importance of such basic factors as democracy, group life, and learning by experience, but has not clarified or supported her own views with evidence available from nations of the world, experimental schools, sociological field studies, and psychological research. Even in the sections showing the historical trend toward modern activity schools, the

citations are chiefly from familiar and condensed secondary sources giving trends in pedagogy, but little about the social changes which produced educators and their various "methods."

The classroom teacher will be interested in the first chapter on "Planning for the Opening of School." The questions raised and the suggestions made will prove helpful, but she will feel bewildered when the following chapters swing back and forth between theoretical discussions, sound advice on procedures, and numbered lists of points, which are sometimes general and sometimes both specific and practical, but their significance is lost by the lack of grouping and the length of the lists, one extending into almost one hundred items. This irregularity in presentation is disturbing for three reasons. The readers' expectations are not satisfied, style fluctuations lower interest, and sharp delineation of "The Activity Concept" is not achieved, although some important aspects are explained.

Evidently it is as difficult for educators to produce the perfect book on "activity" as it is for writers of fiction to bring forth the "great American novel." However, each attempt is welcomed, because materials on the subject are much needed. Mrs. Mossman's contribution is not made through the book alone, but even more as one sees between the lines her genuine understanding of children and her wise guidance of teachers in all kinds of school situations. This reviewer wishes that she had omitted the historical sections and used her experiences with those of her students in the field to vivify her interpretation of "The Activity Concept." Perhaps this fuller story is now being

written and the little book at hand is merely a trial balloon.

BERYL PARKER
New York University

FAWCETT, HAROLD P.—*The Nature of Proof*, The Thirteenth Yearbook, The National Council of Teachers of Mathematics. New York: Bureau of Publications, Teachers College, Columbia University, 1938. 144 p.

Training and practice in critical and reflective thought can be the most valuable contribution of geometry to a general education. However, studies show that the conventional manner in which pupils are encouraged to deal with geometric situations does not necessarily assure any increase in their ability to think reflectively and critically.

For his class of twenty-five boys and girls the author provided frequent and favorable opportunities for them to make discoveries and work out their respective demonstrations. Methods and processes of proof, in addition to geometric content, were derived through discussion from pupil-experiences and teacher-suggestions. The derivation of methods and processes of proof was held primary throughout the course, content being treated as incidental to the thinking of the pupil. Pupils progressively constructed their own textbook of theorems, the demonstration of which incorporated the necessary space concepts, undefined terms, definitions, assumptions, implications, and diagrams used in the proof. The textbook of the pupil grew as his insight into the nature of space and ways of thinking about it became better founded and more fully developed.

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Non-mathematical as well as mathematical contents were used extensively. At the beginning of the course, class discussions were devoted to non-mathematical content to emphasize the need of clear definition before a person can reach any satisfactory conclusion in a situation involving his interests. As a result of such discussions, the prejudices of the pupils and the way in which they determined personal conclusions became apparent. To avoid this influence of biased opinion upon their thinking, the pupils, at the suggestion of their teacher, took up the study of the properties of space. After the development of the recognition of a need and the understanding of a particular phase of the reasoning process, opportunities were given to make its application to non-mathematical content, such as political speeches, advertisements, and editorials. Pupils of their own initiative made analyses and reconstructions of arguments advanced for or against propositions in which they were interested. Books having a bearing upon the development of proof and geometry were analyzed and discussed by the class.

A comparison of the results on the pre- and final-tests involving the nature of proof as applied to non-mathematical materials shows an increase in ability to analyze such materials in respect to their patterns of logic. The pupils demonstrated very satisfactorily their mastery of conventional geometric content on the *Every Pupil Test of Plane Geometry* used in the Ohio schools. Subjective evidences such as reports and responses on questionnaires by pupils, parents, and education students who observed the class were all favorable to the procedures used and the results obtained. Al-

though objective evidence of the transfer is perhaps not conclusive, almost every reader will find himself in sympathy with the teaching program of the author.

A reading of this book is very suggestive and worth while, not only to mathematics teachers, but to a teacher of any subject who is interested in the development of habits of clear and logical thought in his pupils.

MAX R. GOODSON
University of Illinois

CLASS OF 1938, UNIVERSITY HIGH SCHOOL, OHIO STATE UNIVERSITY
—*Were We Guinea Pigs?* New York: Henry Holt and Company. 1938. 303 p. \$2.00.

No more definite picture of progressive education could be presented than that in *Were We Guinea Pigs?* Written and edited by a class of fifty-five students, it displays graphically six years of experience at the High School of Ohio State University. The book is probably unique in portraying the student viewpoint and student response to a pioneering educational program. It will doubtless be of importance in the development of progressive techniques. Revealing more than anything else types of activity, fertility of ideas, and an unusual spirit of creative originality, it shows beautifully what properly guided education can accomplish, the interests it can excite, and the responses it can arouse.

Were We Guinea Pigs? is essentially a survey. It seems, in a way, unfortunate that it is not more than that. A rather naive evaluation presents itself in a number of cases, an evaluation that appeared, to this reviewer at least, neither thoughtful nor

critical. For that reason frequent sections of the book seem decidedly "precious." They appear to be written in the attempt to please progressive educators rather than constructively to aid them. The value of *Were We Guinea Pigs?* lies, then, in the factual presentation of school activities and

their results, rather than in the critical analysis of them. Perhaps greater objectivity is too much to expect. That the survey is essentially well carried out and the story of activities well told is sufficient vindication for the book.

HEWSON H. SWIFT

Lincoln School, Class of 1938



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